

INSPECTION REPORT

LADYBRIDGE COMMUNITY PRIMARY SCHOOL

Deane, Bolton

LEA area: Bolton

Unique reference number: 105169

Headteacher: Mr J Charlton

Reporting inspector: G R Alston
20794

Dates of inspection: 5 – 9 June 2000

Inspection number: 189730

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Broadford Road Deane Bolton
Postcode:	BL3 4NB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor R Kay JP
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Alston	Registered inspector	English Art Design and technology Geography	What sort of school is it? What should the school do to improve further? School's results and achievements How well are the pupils taught?
Mr A Smith	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr T Clarke	Team inspector	Mathematics History Information technology Physical education Special educational needs	How well is the school led and managed?
Mrs M Hadfield	Team inspector	Science Music Religious education Under-fives	How good are the curricular and other opportunities offered to pupils?

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Inspection Quality Division
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INFORMATION ABOUT THE SCHOOL

Ladybridge Community Primary School is an average sized primary school with 214 pupils ranging from four to 11 years in age. About 20 per cent of pupils have parents from another cultural background, and there are a significant number of pupils for whom English is an additional language. The number of pupils entitled to free meals is around the national average. The school has 14 pupils who have physical disabilities who are very well integrated into classes across the school. The percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is above that found in most schools and in some classes is very high. Children's attainment on entry varies considerably from year to year and the present intake is below the expected level in language and numeracy skills. In past years children's attainment on entry has been consistently well below average. There are 17 pupils who have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a caring school where pupils are sensitive to one another's needs and feelings. Pupils of all abilities are effectively taught and by the time they leave the school they achieve well in comparison to their ability on entering the school in English, mathematics and science. The school is well led and managed by the headteacher and strongly supported by a conscientious staff and committed governors, and as a result gives good value for money.

What the school does well

- Overall the quality of teaching is good, particularly in Key Stage 2. Teachers create an effective learning environment where pupils' efforts and contributions are valued.
- The headteacher, with the support of his deputy and staff, provides good leadership and in consultation with a dedicated governing body ensures that money is used effectively.
- The pupils behave very well, form very good relationships and try very hard with their work.
- All staff are very conscientious and successfully provide a happy, caring environment for pupils.
- Provision for pupils with special educational needs is good and greatly enhanced by high levels of good quality support staff.
- Very good provision is made for pupils' personal development, particularly for social and moral development. As a result pupils who have physical disabilities are very well integrated into the life of the school.
- The school has good links with parents and the support parents give pupils in school, and at home, is a great help to them.
- There is a good range of activities provided for pupils outside the school day that enriches the curriculum.

What could be improved

- By the end of Key Stage 1 pupils' attainment in writing and mathematics is still slightly below the national average.
- Coordinators' monitoring of the teaching in their subjects and of teachers' planning.
- The procedures for evaluation and recording of pupils' academic performance.
- Teachers regularly assess and record pupils' achievement in English and mathematics but this sound practice is not evident in other subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996 and has made good progress in its planned programme of improvement. All areas in the last report have been improved upon but in one aspect further improvements are needed. Teachers' planning has improved and lesson plans appropriately identify how pupils are to be assessed. However, this does not always lead to teachers gaining a clear picture of what individual pupils have achieved. Satisfactory procedures are in place in English and mathematics but not in other subjects. Higher attaining pupils are challenged well and this is reflected in the well above average numbers of pupils who achieved the higher level (Level 5) in English and mathematics in the 1999 national test. The overall quality of teaching has improved, and no unsatisfactory teaching was seen. However, teaching remains variable in quality across the school. Through a planned programme, the school effectively provides many opportunities for pupils' cultural development, for example through assemblies, music, art and religious education. The school has continued to negotiate the admission criteria for physically disabled pupils and the success of this is evident on how well these pupils are integrated into the life of the school. The priorities the school has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a sound capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	D	D	Well above average A Above average B Average C Below average D Well below average E
Mathematics	C	C	C	B	
Science	C	C	D	D	

The information shows that results for 11 year olds in mathematics are in line with the national average and in English and science are below the national average. Compared to schools which have pupils with a similar background, results are above average in mathematics and below in English and science. The results of the 1999 national tests for seven year olds show that results are average in reading and below average in mathematics and writing. When the school's results are compared with schools with pupils from similar backgrounds they average in reading and writing and below in mathematics. This reflects the cohorts of pupils who took the tests in 1999. In the Year 6 class ten pupils (over 30 per cent) had a Statement of Special Educational Need and in the Year 2 class 42 per cent of pupils were on the special educational needs register. Due to significant differences in the attainment of pupils on entry over the past years, it is of limited value to compare trends over time. Overall, children's attainment on entering the school is below the expected level in language and numeracy and by the time they leave the school they achieve the level expected of pupils of this age in English and mathematics. Overall, the under-fives make good progress, although by the time they reach compulsory school age their attainment is still slightly below the national expectation in these two areas of children's learning. At the age of seven, standards are average in reading, and slightly below

in writing and mathematics. Current test results in 2000 show a significant improvement over 1999 results. By the end of Key Stage 2, standards in English and mathematics are average and sufficiently high. Standards in writing and mathematics by the end of Key Stage 1 are not high enough because pupils are not given sufficient opportunities to write at length and in mathematics to use their skills in everyday practical situations. In information technology, at the end of both key stages, pupils' attainment is in line with national expectations. In religious education pupils' attainment at the end of both key stages is at the level expected by the locally agreed syllabus. Across the school, pupils achieve appropriately in most subjects and do well in art and design and technology. There is no significant difference in the progress made by boys in comparison to girls, although test results show girls do better than boys. All pupils with special educational needs, and with English as an additional language, make good progress in relation to their prior attainment as a result of the good support they receive. The school has already met the targets it was set in national tests and has set appropriate targets based on the attainment of pupils in the present classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is very good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is very good and pupils have a clear sense of responsibility. Relationships are very positive. Pupils with physical disabilities play an important role in the life of the school.
Attendance	Attendance is average and pupils enjoy coming to school.

In recent times no pupil has been excluded from the school. Pupils' attitudes to learning are very good, the behaviour of the vast majority is exemplary and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. These very positive attributes help pupils to make good progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good. Very good in classes with older pupils

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is good, and is particularly strong for older pupils in Key Stage 2. Teachers successfully meet the needs of all pupils. The quality of teaching has improved in Key Stage 1 and been maintained in Key Stage 2. Across the school, all the teaching was satisfactory or better, and in ten per cent of lessons was very good. For children under five in the reception class, the

teaching was good in almost 60 per cent of lessons. In Key Stage 1, the teaching was good in 38 per cent of the lessons seen. In Key Stage 2, the quality of teaching was good in 43 per cent of lessons; being very good in 15 per cent of lessons. The teaching of pupils who have special educational needs and pupils with physical disabilities in small groups out of the classroom is particularly strong. The quality of teaching is greatly enhanced when teachers have additional support in the classroom. Overall, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. The teachers provide good resources for pupils to use and set challenging tasks. Pupils feel valued and, as a result, confidently contribute to the lesson. Pupils are set appropriate targets, to which they respond to positively by working hard, producing work of good quality that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Effective planning by teachers in numeracy and literacy; in other subjects, a minority of teachers do not always clearly identify what pupils are to learn. The curriculum caters well for pupils' interests and needs, but there are not sufficient opportunities for extended writing in Key Stage 1 and for using mathematical knowledge in practical situations across the school. A good range of out of school activities, trips and visitors enrich pupils' learning.
Provision for pupils with special educational needs	Teachers plan valuable tasks and provide well matched activities based on clear targets that enable pupils to learn effectively. Support in and out of the classroom is of high quality. The pupils who have physical disabilities are well provided for by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning and also for pupils to contribute in lessons and become confident in themselves. Good role models from staff, very clear expectations of behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities.
How well the school cares for its pupils	Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well, particularly what pupils need to do to improve in writing. There is some sound assessment in English and mathematics but it is not consistent in other subjects across the school.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and a clear sense of direction. There is a good team approach in decision making. Coordinators manage their subjects appropriately but have no opportunity to monitor teachers' planning or teaching.
How well the governors fulfil their responsibilities	Governors are very supportive and carry out their duties purposefully. They successfully monitor and evaluate the work of the school.
The school's evaluation of its performance	The school evaluates its performance but in some areas more precision is needed. Where it has identified areas for improvement the school considers and implements ways to improve them.
The strategic use of resources	The school uses the money it receives well and deploys its resources effectively. In view of the average standards achieved, the average income, effective teaching, and the good progress made by pupils who have below average attainment on entry, the school gives good value for money.

The school considers carefully how it can get best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The behaviour of pupils is good. • Pupils make good progress and are helped to become mature. • The teaching is good and children work hard. • The school works closely with parents and provides good information. • The school is approachable. 	<ul style="list-style-type: none"> • Information about how well pupils are getting on. • More interesting activities out of school.

Inspectors' judgements support parents' positive views. It does not support the views in which parents expressed concern. There is an appropriate annual report and a mid-year report that provide a clear picture on each pupil's progress and three formal occasions when parents can discuss their child's work with teachers. In addition, a 'Your child in school' summary report is also sent home each term commenting on pupils' personal development. These arrangements are sufficient to keep parents well informed; an added bonus is the opportunity for parents to see teachers informally at the end of the day as they collect their children. The school provides a good range of activities out of school and many pupils enjoy this provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) and above was in line with the national average in reading and mathematics and well below in writing. The proportion of pupils achieving the higher level (Level 3) was close to the national average in writing and below in mathematics and in reading. When the school's results are compared with schools with pupils from similar backgrounds they are average in reading and writing and below in mathematics. At the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was below the national average in English, close to the national average in mathematics and well below in science. The proportion of pupils achieving the higher level (Level 5) was well above the national average in English and mathematics and close to the national average in science. When the school's results are compared with schools with pupils from similar backgrounds they are below average in English and science and above average in mathematics. This reflects the cohorts of pupils who took the tests in 1999. In the Year 6 class ten pupils (over 30 per cent) had a Statement of Special Educational Need and in the Year 2 class 42 per cent of pupils were on the special educational needs register. Due to significant differences in the attainment of pupils on entry it is of limited value to compare trends over time. The school has identified this and has targeted particular groups for extra support, for example, Years 3 and 4, which have over 40 per cent of pupils with special educational needs. Overall, children's attainment on entering the school is below the expected level in language and numeracy and by the time they leave the school they achieve the level expected of pupils of this age in English and mathematics. Overall, the under-fives make good progress, although by the time they reach compulsory school age, their attainment is still slightly below the national expectation in these two areas of children's learning. At the age of seven, standards are average in reading, and slightly below in writing and mathematics. Standards in mathematics and science are sufficiently high at the end of Key Stage 2. Standards in writing and mathematics by the end of Key Stage 1 are not high enough because pupils are not given sufficient opportunities to write at length and in mathematics to use their skills in everyday practical situations. Test results indicate a wide variation in the results of boys in comparison to girls in English and mathematics but not in science at the end of Key Stage 2. This was not apparent in the work seen nor in observing lessons during the inspection.
2. On their entry to the school, the attainment of a significant number of children is below the level expected for their age and there is a very wide range of abilities. Overall, the under-fives achieve well in the reception class and, by the time they reach compulsory school age, they achieve slightly lower than expected standards in language and literacy, mathematics, knowledge and understanding of the world and in their creative development. In their personal and social and physical development they achieve standards above the expected level. Children are confident and articulate in talking, and enjoy listening to stories. In reading, they are familiar with letters and their sounds, and can compose simple sentences in their writing. In mathematics, they can understand number values and recognise numerals to 20. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence. There is sufficient planning for continuity and progression between both members of staff to link the small steps required to achieve the skills laid down in the Desirable Learning Outcomes.

3. In English, pupils' attainment by the end of Key Stage 1 is slightly below the national average. Progress is good in reading and speaking and listening and sound in writing. By the end of Key Stage 1, pupils' attainment is broadly average in reading and speaking and listening and slightly below in writing. By the end of Key Stage 2, attainment is average in reading, writing and in speaking and listening. Pupils achieve well and make good progress in reading, writing, speaking and listening. By the end of Key Stage 1, pupils listen carefully, and speak confidently when making responses. By the end of Key Stage 2, they contribute appropriately to class discussions and are able to explain clearly what they have learnt. However, skills in recounting, explaining or answering questions at length are not as strong. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies for becoming independent readers. By the end of Key Stage 1, higher attaining pupils can successfully read from a range of texts. When reading aloud many use good expression and demonstrate a secure understanding of what they have read. By the end of Key Stage 2, most pupils have appropriate library skills, and can use scanning and skimming skills successfully to find information. In writing, by the end of Key Stage 1, higher attaining pupils can express their ideas clearly. For the majority of pupils, standards in spelling and the use of grammar are satisfactory. However, handwriting is not always clear or well formed and very few pupils use a cursive style. There are insufficient opportunities for pupils to develop their extended writing skills in other subjects. By the end of Key Stage 2, most pupils can write for different purposes, producing interesting, lively accounts. Spelling, grammar and the use of punctuation are sound. Written work is usually well presented and spelling is of a satisfactory standard; handwriting is accurate and fluent in the majority of work. There are many examples of extended writing.
4. In mathematics, pupils' attainment is slightly below the national average by the end of Key Stage 1 and broadly in line at the end of Key Stage 2. Pupils in Key Stage 1 make sound progress and good progress in Key Stage 2. In Key Stage 1, pupils are competent in shape recognition and using mathematical language. They have a sound understanding of the place value of tens and units and can competently name three figure numbers. By the end of Key Stage 1, sound mental skills are evident and higher attaining pupils can explain their strategies. Most pupils understand money and can make accurate calculations using coins up to 20 pence. By the end of Key Stage 2, pupils are confident with mental recall of their tables and can multiply and divide large numbers accurately. Most pupils are developing their own strategies for solving problems and can explain their reasoning. All pupils are able to produce bar charts from tallied information and offer simple explanations. Data handling skills are satisfactory and in many instances pupils use appropriate computer programs well. This is an area being developed with the good support of the coordinator. Pupils' knowledge of percentages, decimals and fractions is sound. Opportunities for pupils to use and apply their mathematical knowledge in everyday practical situations are limited.
5. In science, pupils' attainment by the end of both key stages is broadly average. Overall, their progress is satisfactory. By the end of Key Stage 1, pupils are developing a good scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, pupils are able to recognise the need for a fair test, plan and carry out their own experiments and select relevant equipment. Higher attaining pupils have a well-developed science vocabulary and good investigative skills. The majority have a satisfactory knowledge of the natural world, materials and their properties and the physical world.
6. In information technology, by the end of both key stages, pupils achieve appropriately and their attainment is in line with national expectations. By the end of Key Stage 1, most pupils are confident in using a computer and understand the basic functions of the keyboard and a

mouse. Pupils can use a range of programs and programme a 'floor robot'. By the end of Key Stage 2, pupils have a sound facility with desktop publishing and creating a spreadsheet. They have appropriate skills in word processing, and can save their own work, find information on the CD-ROM and use icons and menus. They can use the Internet and download the information they require.

7. By the end of Key Stage 2, pupils achieve well in religious education and standards are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. Pupils have a wide knowledge of Christianity and a satisfactory knowledge of other religions, such as Judaism and Hinduism. They can make comparisons between the different religions and they can discuss similarities and differences. Their opinions show respect, interest and thoughtfulness.
8. Due to such significant differences in pupils' attainment on entry to the school, resulting in a great variance in pupils' attainment between classes, it is of limited value to compare standards achieved in the last inspection with the current one. At the end of both key stages, the standard of pupils' work is at the level expected for their age in geography, history, music and physical education and above in art and design and technology. Pupils achieve well in art and design and technology and appropriately in other subjects. In lessons progress is always at least satisfactory, and in about 50 per cent of lessons is good. Over time, pupils make good progress in art and design and technology, and sound progress in geography, history, music and physical education. Pupils display satisfactory creative skills developed through art, music and design and technology. There is no significant difference in the progress made by boys and girls.
9. In Key Stage 1, pupils' literacy skills are not given sufficient emphasis in other subject areas. Pupils' writing skills are not used well. Insufficient opportunities are provided for pupils to write at length and for different purposes; for example, in religious education, geography and history. In Key Stage 2, there are sufficient opportunities for pupils to enhance their writing and reading skills in other subjects. In geography, history, science and religious education pupils write at length, for example, in Year 5 about St Lucia, in Year 4 about Tudors and Stuarts and about health issues in Year 6. Across the school there are appropriate opportunities for reading for information. The learning in many subjects is enhanced by opportunities to use research skills; for example, in history and geography. Pupils' numeracy skills are used effectively to classify, compare and measure in several subjects; for example, in art, design and technology, geography, information technology and science. The school is on course to meet the targets it has set itself for literacy and numeracy.
10. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. The quality of individual education plans is good. They are compiled mainly by the coordinator following discussion with class teachers, support assistants and outside agencies. Individual plans for additional resourced pupils are compiled by their own teachers. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Good provision is made for pupils who have specific learning difficulties in English and mathematics, and for pupils who have English as an additional language, enabling them to achieve well. Excellent use is made of teachers and support staff employed to give specific help to those additionally resourced pupils with physical disabilities, by creating small support groups in literacy and numeracy. The provision for those pupils who have behavioural

difficulties is equally comprehensive and detailed, and some make the same good progress towards targets set.

Pupils' attitudes, values and personal development

11. The school has maintained the good standards identified in the previous inspection. Almost all pupils have very good attitudes to learning. In the reception class, children settle quickly into the school's routines and establish a positive approach to learning. Through Key Stages 1 and 2 pupils enjoy school life, are very keen to learn and they work hard. They are very well motivated and responsive to the positive praise and encouragement offered by all staff and to the good quality of teaching in the school. For example, in a science lesson a significant volume of pupils clearly were very disappointed when the teacher told them it was time to end the lesson, as many wanted to stay and continue the lesson further. In a few isolated instances, a few pupils find difficulty in sustaining their concentration and motivation to stay attentive; these instances are where lessons are less well targeted to the individual needs of those pupils. Pupils genuinely enjoy displaying their work to both other pupils and adults.
12. Pupils' behaviour is very good. For example, at break times the pupils relate to each other in a generally very thoughtful and considerate manner. They recognise the playground rules for both tarmac and grassed areas and exercise care for each other. Pupils of all abilities and creeds are very well integrated and play is successful. During the inspection pupils behaved very well and quickly settled to work with positive effort. There was no aggressive behaviour or bullying observed and in conversation with pupils they expressed no concerns as well as being fully aware what to do if they should feel threatened, that is, to go straight to a member of staff and inform them of their worry. There have been no exclusions from the school; this is below the average for schools of this size. Pupils accept and almost all respond well to the school's positive behaviour policy, which is followed very carefully by all staff in order to maintain the very positive and caring learning environment.
13. Personal development of pupils is very good throughout the school. Pupils are eager to accept responsibilities, acting as classroom monitors, helping staff, tidying their own areas and generally assisting; for example, as milk monitors, assisting in the library and at the 'family service' system at lunchtimes. The school is very tidy and very little litter was evident during the inspection week. This is in part due to the pupils' respect and ownership of the school and grounds. At morning break times pupils are conscientious in putting litter into the bins provided. The school has taken on board the National Society for the Prevention of Cruelty to Children's 'Stay Safe' campaign. Relationships are very good between all adults and pupils as well as between pupils themselves. The positive level of respect at lunchtimes is clear evidence of pupils' good acceptance of the school's work in generating a very positive atmosphere.
14. Attendance is satisfactory, and at 94.2 per cent is broadly in line with the national average for 1998/99 of 94.1 per cent. The unsubstantiated figures for 1999/2000 show an improvement on these satisfactory levels with up to 96.7 per cent attendance. Authorised absence is slightly above the national average and this is accounted for by the higher than normal volume of medical related absences, in part due to a flu epidemic. Pupils are very eager to come to school and several do come early each day. The home/school's liaison is strongly improved by the morning and afternoon communications with parents at these times. The very good quality of pupils' attitudes, behaviour, personal development and relationships and satisfactory attendance across the whole school enhance the education the school offers.

HOW WELL ARE PUPILS TAUGHT?

15. In the previous inspection the quality of teaching was unsatisfactory in nine per cent of the lessons seen, mainly in Key Stage 1. Unsatisfactory teaching was linked to an inconsistent approach to the assessment of pupils; assessment information not informing teachers' planning and work not sufficiently matched to the needs of higher attaining pupils. Overall, the quality of teaching has improved and no examples of unsatisfactory teaching were seen. The quality of teaching has been improved in Key Stage 1 and successfully maintained in Key Stage 2. A number of factors have contributed to the improvement in the overall quality of teaching:

the increase in the number of support staff to help pupils;
a raising of teachers' expectations through target setting in writing;
teachers' short term planning has improved;
the majority of lessons have clear learning objectives;
the development of assessment procedures, particularly in English and mathematics.

A number of other factors have also contributed to the improvement in teaching. There has been staff training in the school that has been beneficial in improving the teaching of mathematics and information technology.

16. Overall, the quality of teaching is good, being particularly strong for pupils in Years 4, 5 and 6. There were no lessons where the teaching was unsatisfactory and in 48 per cent of lessons it was good. In ten per cent of the lessons the teaching was very good. For children under five in the reception class, the teaching was good in almost 60 per cent of lessons. In Key Stage 1, the teaching was good in 38 per cent of the lessons seen. In Key Stage 2, the quality of teaching was good in 43 per cent of lessons; being very good in 15 per cent of lessons. The teaching of pupils who have special educational needs and pupils with physical disabilities in small groups out of the classroom is particularly strong. The quality of teaching is greatly enhanced when teachers have additional support in the classroom.
17. A strength of the teaching is the ability of teachers to present lessons in a stimulating way, which immediately attracts and holds pupils' attention. Teachers clearly state what pupils are to learn at the start of the lesson and check on whether pupils have achieved this at the end of the lesson. This was the case in a very good literacy lesson in Year 6 when pupils were studying different styles of text in the context of 'Evacuees'. The teacher began the lesson by a stimulating discussion about evacuation and used an interesting text which pupils read with enthusiasm. Pupils discussed the text with a partner and successfully identified how they would use open-ended questions to gain information they required about evacuees. Pupils transferred this idea well into their own questions in the form of a questionnaire which they were going to use in seeking information from someone who had been evacuated. The teachers use questions well in the best lessons to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 4 science lesson, pupils explored the features of a variety of plants as a starting point for classification. Very good use was made of open-ended questions, for example, "How are the root systems different on these plants?". The pupils responded with great enthusiasm and learnt a great deal from each other on the different types of roots, leaves and flowers that plants have. A good range of plants for pupils to observe impacted positively on pupils' learning. The majority of lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good mathematics lesson, Year 4 pupils effectively built on their existing knowledge of angles. The teacher was skilful in assessing pupils' needs and provided good support, directing pupils on how to distinguish between

angles that are right angles and those that are not. The tasks were well chosen to challenge pupils of all abilities. The teacher intervened well as pupils worked, posing questions to stimulate pupils' thinking "Can you have six angles in a five sided figure?", "Why not?". A strength is the great value teachers place on pupils' contributions, for example, in a Year 5 literacy lesson as pupils discussed the poem 'Fight of the Year'. The teacher skillfully used pupils' responses, whether they were correct or not, to make them develop their ideas further and to see alternative possibilities, for example, "Could you think of a better way of saying that?" or "Have you thought about....?". Good use is made of pupils' own experiences which often help pupils understand more easily and make it more meaningful.

18. Teachers have a good knowledge and understanding of the subjects they teach. In a good design and technology lesson in Year 1, the teacher effectively transferred her own knowledge of how an axle and chassis work. At the start of the lesson the teacher provides pupils with sufficient information through explanation and questioning of pupils to enable them to successfully plan their own moving vehicles. Planning in English and mathematics is of a good standard, providing effective coverage, balance and breadth. However, in other subjects teachers' plans do not consistently identify clear learning objectives, for example 'to learn about Scotland'. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. In English and mathematics a variety of teaching methods are used effectively to achieve good levels of concentration and create an industrious learning environment. Class teaching is very effective and successfully encourages and supports pupils who, as a result, make good progress. In a Year 6 history lesson the teacher provided a good range of resources for all pupils to discuss in order to gain a clear understanding about World War II evacuation. In a Year 3 geography lesson, the teacher used her time well, monitoring and supporting pupils. As pupils worked at the task, after a field trip, investigating the features of a river, the teacher sensitively intervened asking perceptive questions to clarify and extend pupils' learning. When support staff or helpers are present they are used productively, for example, in a reception class art lesson the pupils were well supported and as a result successfully interpreted the style of Lowry into their own painting after studying some of his paintings. Particularly effective was the positive impact on the development of children's language as they discussed words such as landscape and townscape. Teachers show good skills in assessing pupils' understanding of the task as they work, and the marking they do when pupils have completed the task provide appropriate comments for pupils to further improve. Good assessment in English takes place through target setting for pupils in writing. This shows good practice but is not consistent in other subjects across the school. The coordinators have identified this and plans are in place to develop assessments.
19. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of under-fives, teachers value greatly children's efforts and responses. Staff have high expectations of the children in all areas of learning. In a mathematics lesson focusing on money, they plan interesting activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In a Year 2 art lesson, the teacher intervenes effectively whilst pupils are working, making clear teaching points, posing open questions which lead pupils forward with their work, and providing positive feedback. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. On several occasions pupils are given homework in other subjects when they are asked to seek information about their history, geography or science topics. This enhances pupils' learning in these subjects. The reading diary provides a good link between home and school.

20. The teaching of pupils with special educational needs is good. All teachers are aware of the pupils on the register of special educational needs and all make reference to the individual education plans when planning their teaching. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Particularly notable features of the provision for pupils with special educational needs are the regular assessments of the progress that pupils make towards learning targets and the detailed, informed records kept of their progress. Teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the special educational needs register. They are given very good, skilled assistance from the well-qualified and experienced support staff. The combined attention of teachers and support staff has a positive impact upon the good progress that the pupils make. Pupils who work in small groups with a specialist teacher and support staff make good, and at times very good, progress. For example, in a Year 3 lesson when pupils were writing about ‘Smaug the Dragon’, a good framework to guide pupils and high expectations by the teacher motivated pupils well and pupils’ comments of “I’m really trying hard” reflected their great effort. Pupils successfully completed the task and gained a clear understanding of how they could make their sentences more interesting for the reader. Resources overall are satisfactory. However, the range of computer software available is limited and information and computer technology generally is underused in the teaching of pupils with special educational needs.
21. The school has successfully implemented the National Literacy Strategy and pupils are effectively taught literacy skills. Lessons are very clearly focused, ending with effective plenary sessions to check on pupils’ learning. Basic skills are well taught during group work and great emphasis is given to this in the lessons. Overall, the teaching of mathematics is good and the structure of the lesson is in line with the National Numeracy Strategy. Teachers make effective use of verbal and mental activities to give pace to the start of the lesson. There is a range of appropriate tasks for pupils of all abilities and teachers intervene as pupils work to challenge pupils’ thinking. At the end of the lesson good use is made of the plenary session to check on pupils’ learning.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

22. In the previous report, areas of concern highlighted were a lack of provision within the curriculum for the highest attaining children, to improve the identification of assessment criteria, opportunities and strategies within short and medium term planning and to provide a greater range of cultural experiences for children. The school has made good progress in most areas and made significant improvements; however, further improvements are needed. The school provides more challenging opportunities for the highest attaining pupils and a good range of cultural experiences is provided for pupils. Although teachers’ planning and assessment procedures have improved, further improvements are needed.
23. The curriculum for children who are under five is broad and balanced and covers all the recommended areas of learning appropriately. Although planning is often in terms of the National Curriculum at this stage in the year, activities are planned in the reception class that effectively meet both the needs of children who are under five and the Programmes of Study outlined in the Desirable Learning Outcomes. Effective provision is made for the children to experience a range of both self-chosen and teacher directed activities. The early years policy provides useful guidelines for staff. The early years scheme of work is currently being reviewed to meet the needs of the revised Early Learning Goals (ELG) to be implemented in

September. This will address a more structured timescale in long term planning for the ELGs. For pupils in both key stages the curriculum is broad and balanced and the requirements for religious education are fully met, with good provision made for sex education and awareness of drug misuse. The curriculum provides pupils with a sound education that promotes their intellectual, physical and personal development and prepares them well for the next stage of education.

24. The school has responded effectively to the national strategy for the teaching of literacy and gives high priority to the teaching of reading and writing. Although some improvement is indicated which is beginning to raise standards, further improvements are needed, especially in extended writing, for pupils in Key Stage 1. Daily, well-organised literacy sessions, which adhere closely to the national framework, are taught in each class. Pupils' literacy and numeracy skills are used sufficiently well in Key Stage 2, but this is variable in Key Stage 1. The school is effectively implementing the National Numeracy Strategy. There is an appropriate emphasis being given to numeracy. Numeracy skills are being satisfactorily developed in other areas of the curriculum. For example, they are used in science, music and art. A strength is the emphasis placed on mental arithmetic in which pupils are beginning to develop satisfactory skills. However, across the school pupils are not consistently provided with sufficient opportunities to use their mathematical knowledge in practical, everyday activities.
25. Staff very successfully promote equality of opportunity and access for most pupils and the school is providing more challenging opportunities for higher attaining pupils. Good procedures are in place for the early identification of pupils with special educational needs. The school is successful in meeting the needs of pupils with special educational needs. Provision for children with special educational needs is very good and the school complies fully with the requirements of the national Code of Practice. Parents are welcomed, are kept well informed and are involved effectively in their children's learning. The quality of individual education plans is good. They are compiled mainly by the coordinator following discussion with class teachers, support assistants and outside agencies. Individual plans for additional resourced pupils are compiled by their own teachers. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Good provision is made for pupils who have specific learning difficulties in English and mathematics, and for pupils who have English as an additional language. Excellent use is made of teachers and support staff employed to give specific help to those additionally resourced pupils with physical disabilities, by creating small support groups in literacy and numeracy. The provision for those pupils who have behavioural difficulties is equally comprehensive and detailed, and some make the same good progress towards the targets set.
26. There are sound policies and schemes of work in place for all subjects and these are to be reviewed in a planned programme of development. The quality of curriculum planning is satisfactory and ensures continuity and progression. The school has developed a format for teachers' planning to ensure consistency. Detailed long term plans are in place, which effectively reflect the schemes of work. Long and medium term plans appropriately relate to the requirements of the curriculum the school offers and are carefully translated into weekly and daily plans. Although short term plans have improved since the last inspection, they do not consistently identify clearly what pupils will know, understand and be able to do by the end of the planning period.

27. The contribution that the community makes to pupils' learning is good. The school has an 'open-door' policy and welcomes parents. There is a very active Parents, Teachers and Friends Association that is very supportive to the school. Good use is made of people and places in the locality of the school to enrich the curriculum, for example, in history an elderly person spoke to Year 6 pupils about evacuation and in Year 3 pupils visited a local brook to study the features of a river. The school has very constructive relationships with its partner secondary schools and improved curricular links enhance progression, for example, pupils visit the secondary schools for some information technology and music lessons and for concerts. Appropriate pupils' records are transferred to the relevant secondary schools on the pupils' entry to them. Transition arrangements are smooth, with reciprocal visits made by pupils and staff prior to transfer. Close links are maintained with local pre-school organisations and staff make pre-school visits and also make home visits for children with disabilities. There are strong links with outside agencies, especially regarding the additionally resourced unit.
28. The curriculum is enriched by visits and visitors and by the use of the environment. For example, an ornithologist, an underwater photographer, theatre groups and people from the local community have visited the school and have effectively shared their expertise with pupils. Trips take place, for instance to the local museum and library, Hall-ith-wood, Wigan Pier and there are residential visits to North Wales for Year 6 pupils. There is a good range of extra-curricular activities available for pupils, mainly concerned with sport and music. This does much to enrich the curriculum. A good number of pupils support these activities and several members of staff are involved in their organisation. Sports teams take part in competitions with local schools.
29. Learning opportunities for pupils' personal development are very good and pupils of all abilities are confident and delightful. The provision for spiritual and cultural development is good, and for moral and social development it is very good. It is a strength of the school.
30. The provision for spiritual development has improved since the last inspection and is good. Collective worship meets statutory requirements and makes a very positive contribution to pupils' spiritual development. Pupils are now more involved in assemblies and are given insight into different values and qualities in assemblies and lessons. Opportunities for pupils to learn about other beliefs, such as Islam, Hinduism and Judaism, are provided very effectively through religious education. Good opportunities are provided for pupils to reflect on feelings and values in personal, health and social education lessons and in assemblies, for example, in a whole-school assembly about 'Worth', valuing what one already has. Displays of pupils' work, such as 'The happiest moment in my life' promote spirituality. Pupils' ideas are valued, for example, when upper Key Stage 2 pupils learn about the parables of Jesus, the teacher demonstrated great respect for pupils. Good opportunities are provided for pupils to discuss and write about issues, for example, 'Should children be allowed in public houses?' and encourage pupils to explore the values of others. Parents are happy with the values and attitudes which the school promotes. Children under five are provided with good opportunities for reflection in religious education lessons.
31. Provision for moral development is very good and is fostered by the school's positive approach to behaviour management and by displays of school rules in classrooms and corridors. The school promotes the values of honesty, co-operation, self-discipline, fairness and respect. Pupils are taught to distinguish between right and wrong through sensitive discussion of incidents in the class and playground, and through stories and assemblies. A large majority of parents are happy with the school's standards of behaviour. Many activities and stories, such

as 'Zacchaeus', teach children under five to show respect for others and to know the difference between acceptable and unacceptable behaviour.

32. Provision for social development is also very good. Very good relationships impact very positively on pupils' social development. Adults provide very good role models. Children under five are taught the importance of taking turns to speak and of sharing equipment. Effective opportunities are provided for pupils to think of others and to show initiative, for example, in raising funds for charities, such as the National Society for the Prevention of Cruelty to Children. Year 5 and 6 pupils are given opportunities to take responsibility, for example, in helping younger pupils at playtime and lunchtime. Pupils take responsibility for being register monitors and class monitors and through the system of 'family servers' at lunchtimes. Extra-curricular activities provide good opportunities for pupils to co-operate in team games and to compete against other schools in sport and music. Pupils' understanding of citizenship and community awareness is fostered through visits by the police and regular contact with the school nurse. Opportunities for collaboration across the curriculum, for instance, in science group work, as well as out of school visits and residential visits to North Wales for older pupils, enhance social development.
33. Provision for cultural development has improved since the previous inspection and is now good. Children's appreciation of their own culture is developed through literature, music, art, history, geography, assemblies, traditional stories and through the good provision of extracurricular activities in sport and music. It is enhanced through visits to places such as the local museum and library and to Wigan Pier. Opportunities for pupils to study the work of famous artists are good and paintings of Lowry, Van Gogh and Matisse are displayed around the school. Displays such as 'Festivals, beliefs and ceremonies around the world', library visits and visits to school of an historian, musicians and theatre groups greatly enrich cultural development. Pupils' multicultural understanding is promoted very well through learning about festivals such as Eid, Diwali and the Chinese New Year, through studying other religious beliefs in religious education and through the involvement of parents of pupils who speak English as a second language lending artefacts for displays. Pupils are provided with good opportunities to learn about other cultures through studying Aboriginal art and African art. A display of words in many languages, and in writing from other cultures, for example, Turkey, Persia, and Greece add to children's multicultural awareness. The multicultural dimension of provision for children under five is enhanced by stories, such as 'Handa's Surprise'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. In the previous inspection report the quality of care was considered to be generally good and it was judged that the school had a caring and welcoming environment in which children felt happy and secure. The quality of care has been maintained and refined further and the school now cares well for the pupils in its charge. The school is very effective in promoting the welfare and safety of its pupils. The atmosphere throughout the school is one of great care, and the staff are very committed to the support of all their pupils in order to help them do as well they can. For example one pupil in discussion with an adult said, "I like coming to school because teachers listen to you and you do things here".
35. The headteacher has responsibility for child protection and has had suitable training, which he ensures the whole school staff are aware of. There are good procedures in place, of which the staff are aware. There are beneficial contacts with the relevant agencies. The school has an effective health and safety policy in place with members of staff and the governing body

involved in on-going review. The school successfully supports pupils with special educational needs through well-established procedures which meet with the national Code of Practice and provide for the early identification, monitoring and targeting of teaching support. The effective links with outside agencies make a positive contribution to the quality of education for these pupils.

36. The assessment of pupils overall is satisfactory. Although systems of assessment and record keeping are satisfactory in a minority of subjects, there is no formal assessment or record keeping system in place in the foundation subjects and religious education and, as a result, teachers do not have a clear picture of pupils' attainment or progress. Pupils are regularly tested in English, mathematics and science. However, these assessments are not effectively analysed by the majority of teachers and, consequently, only indicate what pupils have covered not what they know, understand or can do. The results of assessments are used purposefully to plan future work for individual pupils in most areas. The school effectively carries out the end of key stage assessments and does some analysis of these results to set targets for improvement, for example, in writing. However, this good practice is not evident in other subjects. Samples of pupils' work are kept to help teachers to make reliable assessments of their pupils' attainment in several subjects, for example in writing, mathematics and science. These records of achievement are an attractive record of the wide variety of experiences that the school provides. However, these samples are not always levelled and make it difficult for teachers to judge precisely what progress pupils have made. Baseline test results, for children entering school, are carefully analysed and used effectively to plan sessions to meet the needs of all children. The programme of assessment does not give a clear picture of what children have achieved. Across the school assessment of pupils' personal development is managed and carried out well by staff, with termly pupil personal progress sheets which are sent home and provide opportunities for parental discussion.
37. The school's behaviour and bullying policies are well defined. All staff are consistent in their continuous and very positive approach to managing behaviour well across the whole school. The school has a deliberate stance on a few rules. These are clear with pupils being fully aware and accepting them in a positive and mature manner. Parents and pupils are fully aware of the school's views on the requirement for good behaviour and the need to maintain an absence of bullying. No inappropriate behaviour or any incidents of bullying were observed during the inspection. All staff monitor pupils' behaviour very well and where there is any concern, the early intervention and effective strategies are used to improve individual pupils' behaviour. The school does have a clear attendance policy, which is applied and monitored correctly by school staff and the education social worker in order to maintain the school's satisfactory attendance levels.
38. Children are introduced with care into school in an attempt to minimise any stress or worries for both children and their parents. There are good links for early introduction into school with parents and opportunities for pupils to come to school before they start. There are also good arrangements for transfer to secondary school and the school is very active in trying to ease the process for all parties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has improved upon the good links highlighted in the last inspection report. The school's partnership with parents is now very good. The information provided by the school is generally very good. The parents who attended the meeting with inspectors confirmed this and the parents' responses to the inspection questionnaire further demonstrates that they are very happy with the quality of information supplied by the school.
40. Those aspects of the school which parents felt very happy about from the questionnaires are the progress made by pupils, leadership and management, behaviour and the school's care and atmosphere. They also liked the fact that they felt welcome within the school and the quality of information supplied by the school. The area where slightly less satisfaction was indicated was in homework, with some parents wanting more and some wanting less. Inspectors' judgements indicate that the school provides a good range of school activities, that the volume of children's homework is satisfactory and that the school works very well with parents to widen pupils' learning opportunities.
41. The school newsletters are a very valuable source of information for parents about school issues, including social events. Each class teacher issues, by letter to parents, detailed curriculum information, which the pupils will be completing during the coming term. The school has issued detailed information about 'Activities at home' for both junior and infant pupils. This informs parents of the type and volume of work that the school expects pupils to do at home. The school has an 'Open Door' policy and good daily access for communication with parents visiting school, both at the start and end of the school day. The closing of the school day is particularly effective in that teachers escort pupils to the school hall where they are in communication with receiving parents. This is of great value in furthering home/school links. Parents' opinions agreed with the school's view that they receive information in the way that is most useful to them. Parents of children who have special educational needs are kept well informed of their children's progress and are invited to attend review meetings each term to discuss how well these pupils are achieving. There is a good home-school agreement document which is well supported by 99 per cent of parents.
42. There is an industrious Parents, Teachers and Friends Association, which raises funds for the school as well as organising social events for both parents and pupils. The school governors are active and willing to further pupils' knowledge of the wider world by their involvement in classes. The school's initial contact with new parents and the transfer to the secondary schools are well planned and prepared in good time. There is a dependable band of parents who regularly assist in school and this has a positive impact on pupils' learning, supporting the very good work going on in the school. Parents are positively encouraged by the school to participate within school whenever possible. For example, the non-fiction library was recently re-organised by parental involvement. Parents are used effectively and given positive guidance that enables them to assist effectively in lessons. They work efficiently both in classrooms as well as on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The quality of management has been maintained since the last inspection and is good. It has made a significant contribution to the good progress made by the school since the previous inspection. The key issues identified in the 1996 report have largely been addressed. However, more work still remains to be done to improve the current assessment and recording

procedures and to compile annotated portfolios of pupils' work moderated to national standards.

44. The headteacher, supported by the deputy headteacher and key staff, provides good leadership and a clear direction for the school. His 'hands on' approach and high profile around the school has worked effectively to create strong teamwork based upon a shared vision for the school. The school is generally led well and organised by him. He has a significant teaching and pastoral commitment and provides a very positive, professional role model. The special educational needs coordinator is experienced and diligent in her coordinating role. She liaises well with teachers, parents and outside agencies to ensure that pupils have access to all necessary support. Subject coordinators have been instrumental in developing policies and schemes of work in all curriculum subjects. However, the current job descriptions for subject co-ordinators do not specify their monitoring role sufficiently well. As a result the contribution coordinators make to raising levels of attainment through monitoring the planning, teaching and learning of their subjects at classroom level is restricted. Where monitoring of teaching has taken place for example, in English and mathematics, this has proved to be effective. Teachers have received feedback on their lessons and areas for development have been identified. In English, writing was identified as an area in need of improvement and as a result, targets have been set for pupils.
45. The school has some good practice in place in monitoring and evaluating pupil performance, but this good practice needs to be developed and spread across other areas. Although the school assesses and records pupils' attainment regularly in English, mathematics and science, this information is not easily accessible to clearly indicate pupils' progress. The school has plans to enter this information into a computer program to make this possible. The school analyses the attainment of different cohorts of pupils and has taken effective action in providing extra support. For example, in Years 3 and 4 where over 40 per cent of pupils have special educational needs extra teaching support has been given enabling pupils to be effectively taught in small groups. Good analysis has taken place of writing standards, and as a result, pupils have been set targets to achieve to raise their level of attainment. However, this good practice is not evident in other subjects and analysis of national test results is not precise enough.
46. The governing body is effective and led well by the chair, giving the school good support. It is fully involved in all policy making and gives careful consideration to the implications of its decisions. It carries out its statutory duties in monitoring and supporting the school and working with it to shape its direction. However, it receives limited detailed information about pupils' academic performance and as a result it is difficult to fully appreciate strengths and weaknesses in order to take effective action to secure further improvements. An appropriate system of committees is in place that allows governors to carry out their responsibilities appropriately. Committees and working parties meet regularly: they have clearly defined areas of responsibility and meetings are recorded. The finance committee considers strategic planning on the basis of projected numbers and examines options that might be taken. Effective action has been taken where areas have been identified, for example, in providing extra teaching staff in Years 3 and 4 where there are high levels of pupils with special needs. The headteacher, secretary and key staff all provide the relevant committees with up to date reports on school affairs.
47. The efficiency and financial planning in the school are good. The most recent audit of the school's finances by the local education authority found the overall financial control to be satisfactory. The school has addressed all of the auditor's recommendations. Day-to-day

administration of the finances is very efficient. As a result, members of staff and governors are able to concentrate on pupils' education. The budget is managed well and resources are carefully considered before purchase. The school appropriately applies the principles of best value in seeking services for the school. It receives a basic income that is broadly in line with the national average, but it is also additionally resourced to provide education for pupils with Statements of Special Educational Need arising from physical disabilities. The management of provision for special educational needs is good. The governing body maintains effective supervision of this aspect of the school's work. A particular strength of the school is its policy of inclusion and the extent to which everyone, including parents, feels valued. There is a clear commitment to providing equal opportunities for all pupils and effective action is taken to create additional groupings to provide the best support for all pupils on the special educational needs register.

48. The school has a good number of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately there are coordinators for all subjects, special educational needs, and assessment. Effective use is made of senior and experienced staff to act as key stage leaders and coordinate special educational needs and most core subjects. Responsibilities are generally well matched to the interests and specialisms of the teachers. A particular strength of the school is the effective support given by teachers of additionally resourced pupils and skilled and experienced teaching assistants. They work closely with the teachers and provide high quality support, particularly when supporting learning in the literacy and numeracy hours and in special educational needs work throughout the school. Administrative duties are efficiently carried out by the school secretary. The caretaker maintains the school in good order and the cleaners, cooks and mid-day supervisors perform their roles in a friendly, capable way and are all valued members of the school.
49. Arrangements for the professional development of staff are satisfactory. They are overseen by the headteacher and deputy headteacher and reflect both the identified needs of the school and the personal needs of the staff. Appropriate induction procedures are in place. Currently the appraisal procedures are based upon an annual professional interview pending the clarification of the roles of the governing body and the local education authority.
50. The school development plan is a useful management tool. It is based on a review of the school's strengths and weaknesses and contains both medium and short term plans. The plan includes various areas for improvement and targets set based upon national statistics and parental surveys. There are clear programmes for action, with dates for completion and criteria by which to measure success. The responsibilities for taking the necessary actions are clearly indicated.
51. The accommodation is good for the numbers on role and allows for the curriculum to be taught effectively. The school has good playground areas and grassed playing fields. The buildings are well maintained, kept clean and enhanced by displays of pupils' work. Appropriate use is made of the range of information technology available to schools both in classrooms and in the management of the school. The school is linked to the National Grid for Learning and the Internet. Learning resources throughout the school are, overall, sufficient for the school's curriculum and the range of pupils. They are deemed to be good in English, science and for provision for the under-fives. Recently the school has made significant purchases to support information and computer technology and this has a positive impact on standards.

52. The school is successful in meeting its stated aims of providing quality educational opportunities so that individuals develop fully their potential. Teaching and non-teaching staff assistants and governors work closely as a team and are committed to continuous improvement. The school demonstrates through its actions that equality of opportunity for all is central to its work. Relationships throughout the school are very good.

WHAT COULD BE IMPROVED?

53. i. Standards in writing in Key Stage 1 and mathematics across the school.
ii. How the school evaluates the academic performance of its pupils and the effectiveness of coordinators in monitoring their subjects.
iii. Assessment procedures in foundation subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. *In order to further improve the quality of education the school provides for its pupils and build upon the good improvements made since the last inspection, the governors, headteacher and staff should:*

(1) Further raise standards:

in writing in Key Stage 1 by:

- i. improving pupils' handwriting skills by devising a more effective, systematic approach to the teaching of handwriting;
ii. developing portfolios of pupils' assessed work so that they can be used as a reference point for teachers in making judgements about pupils' handwriting;
iii. providing more opportunities for pupils to write at length;
(paras 3, 24, 75, 76)

in mathematics across the school by:

- i. continuing the implementation of the National Numeracy Strategy to include a more consistent approach in providing opportunities for pupils to use their mathematical knowledge in everyday, practical activities.
(paras 4, 24, 81)

(2) Further improve the management by:

improving the effectiveness of coordinators by:

- i. re-establishing the planned programme to allow coordinators the time and opportunity to monitor the teaching and learning in their subjects at classroom level;
ii. providing them with the opportunity to monitor teachers' planning across the school;
(para 44)

evaluating and recording pupils' academic performance more precisely and using this information to further raise standards by:

- i. fully implementing the current procedures being established for monitoring pupils' progress from year to year;
- ii. analysing the strengths and weaknesses in pupils' performance in national tests;
- iii. spreading the practice introduced for writing of setting pupils targets to achieve.

(para 45)

- (3) **Improving current assessment and recording procedures in order to enable teachers to gain a clear picture of what pupils know, understand and can do, and using this information to build effectively on pupils' past learning.**

(para 36)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

55.
 - i. Why girls, by the end of Key Stage 2, do better than boys in national tests but not in lessons. (para 1)
 - ii. Compiling portfolios of pupils' work in English, mathematics and science, indicating the level achieved so that they can be used as reference points for teachers in making judgements about pupils' work. (para 36)
 - iv. Ensuring lesson plans consistently identify clearly what pupils are to learn. (para 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

63

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	48	43	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	214
Number of full-time pupils eligible for free school meals	n/a	21

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	17
Number of pupils on the school's special educational needs register	n/a	45

English as an additional language

	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.7

Unauthorised absence

	%
School data	0.1
National comparative data	0.2

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	13	16
	Girls	10	10	11
	Total	26	23	27
Percentage of pupils at NC level 2 or above	School	87	77	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	17
	Girls	10	11	10
	Total	24	26	27
Percentage of pupils at NC level 2 or above	School	80	87	90
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	12
	Girls	11	10	9
	Total	20	22	21
Percentage of pupils at NC level 4 or above	School	65	71	68
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	10	10	11
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	58	68	74
	National	70	69	78

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	21
Pakistani	16
Bangladeshi	1
Chinese	3
White	171
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	19.27
Average class size	30.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	179

Financial information

Financial year	1999
	£
Total income	479,464
Total expenditure	496,486
Expenditure per pupil	1,732
Balance brought forward from previous year	24,302
Balance carried forward to next year	7,280

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	154

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	1	1	1
My child is making good progress in school.	55	45	0	0	0
Behaviour in the school is good.	51	45	0	0	3
My child gets the right amount of work to do at home.	40	45	10	3	1
The teaching is good.	63	34	0	0	3
I am kept well informed about how my child is getting on.	52	44	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	1	0
The school expects my child to work hard and achieve his or her best.	60	36	1	1	2
The school works closely with parents.	47	49	3	0	1
The school is well led and managed.	55	44	0	0	2
The school is helping my child become mature and responsible.	55	44	0	0	1
The school provides an interesting range of activities outside lessons.	34	41	18	1	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Since the previous inspection, the sound provision for children under five has been maintained. An improvement is the provision of play equipment, in the form of wheeled toys. The use of the outside enclosed play area and play areas in the classroom has also been improved.
57. There is one class of 30 reception children who started school in September. Two children with physical disabilities from the additionally resourced unit also attend and are well integrated into the mainstream class. Eight children were under five at the time of the inspection. There are a high number of children with special educational needs. Provision for special educational needs is very good.
58. The attainment of children on entry into the school varies greatly, year on year, because of high numbers of children with special educational needs coming to the school and the additionally resourced unit. Children enter school with unusually wide-ranging levels of attainment which, overall, are below average for their age. A significant number have underdeveloped speaking skills and are immature for their age. In the areas of learning of language, literacy, mathematics, knowledge and understanding of the world and in creative development they are below average on entry. In personal and social development and physical development they are average. Children achieve well in all areas of learning and by the time they are five, most achieve standards that are slightly below, rather than below, the expected outcomes for their age in language and literacy, mathematics, knowledge and understanding of the world and in creative development. In their personal and social development and physical development children achieve above the expected levels as recommended in the Desirable Learning Outcomes. When children start school, baseline assessments are undertaken and are used appropriately to plan suitable programmes of work. Procedures for assessment and recording of children's attainment are in place. However, these need to be improved in order to enable staff to gain a clear picture of what children know, understand and can do.

Personal and social development

59. By the age of five children achieve well and attain above the expected outcomes for their age in this important area of learning. They behave very well, develop positive attitudes to learning and very good relationships with staff and each other, and are caring towards the children from the unit. Children enjoy coming to school and respond very positively to well-established, daily classroom routines that give them confidence and security. They begin to work co-operatively, as well as independently. They learn the importance of taking turns, share equipment fairly when making models, and develop respect for other people. Many listen attentively and follow instructions sensibly, but some have very limited levels of concentration. Most are aware of acceptable and unacceptable behaviour through stories, for example, 'Zacchaeus', and they understand the difference between right and wrong through sensitive handling of everyday classroom incidents by staff.
60. The quality of teaching is good. Staff encourage children to share ideas and equipment, fostering fairness and respect. Constructive relationships between children and staff motivate them well, encourage good progress within lessons and contribute to their very good behaviour and involvement. The establishment of positive and sensible routines help children to feel

secure. Staff provide good opportunities for them to develop responsibility and independence, for example, to help in clearing away equipment and to be register monitors. Good opportunities for reflection are provided in religious education lessons. Children settle into school very well with encouragement and help from teaching and support staff. Adults work very well together and this good teamwork has a positive effect upon the children's behaviour and progress.

Language and literacy

61. Children make good progress and their overall attainment is slightly below average by the age of five. Higher attaining children attain above average standards. Some listen well to stories, respond willingly to questions and talk about their activities, using a growing vocabulary with developing confidence, but many cannot concentrate for long. Some understand print carries meaning. A few know the names and sounds of some letters of the alphabet and recognise some common words. Many follow text as their teacher reads the Big Book 'Don't forget the bacon', and 'read' aloud, with the teacher. Some high attaining children attempt to read independently and are able to suggest rhyming words. Writing about 'The Big Turnip' reveals that many can copy underneath their teacher's writing, a sentence suggested by them. Some higher attaining children experience appropriate creative writing. Many develop sound pencil control, practising letter formation with growing skill, but a minority find this difficult. Opportunities for 'mark making' have improved since the last inspection.
62. The quality of teaching is good. Staff manage children very well. Very good interaction by staff and the quality of talk and questions have a positive impact on children's speaking and listening skills. Planning is effective and resources are used efficiently. Effective revision of previous learning reinforces phonic skills. For example, the structured use of big books, familiar word cards, and games consolidate children's knowledge of initial sounds and some keywords. The school has adapted a literacy hour style of planning for early years which is effective, providing a good balance of reading and writing activities, which closely match the children's needs. However, the first part of the lesson is overlong for young children to sit still. Provision for language development is satisfactory.

Mathematics

63. By the age of five, attainment is slightly below average, but most children achieve well in lessons. They develop mathematical skills through effective use of practical activities, number rhymes, games and songs, such as 'Five little speckled frogs'. By the age of five many count to five, and some to ten and the highest attaining children count beyond ten, with sound understanding. They begin to use mathematical language appropriately and develop an awareness of 'adding on' and 'taking away' one. Children experience basic data handling, creating a simple pictorial block graph to show the ways they come to school. They identify basic shapes with limited success and explore capacity through appropriate sand and water play. Using the class 'shop' supports coin recognition.
64. The quality of teaching is sound, overall, with some good teaching observed. Planning is effective, with appropriate learning objectives. Support staff are very well deployed and contribute well to the good progress made in lessons. Very effective use of resources, for example, number fans, effectively builds on previous work and consolidates and extends the learning of concepts. Teaching is effective when the teacher involves all children in discussion, effectively enhancing mathematical language development, as well as speaking and listening skills. Staff continually check the children's understanding, encouraging them to try

hard and do their best. Although expectations are generally appropriate regarding the teaching of number concepts, the level of challenge in teaching the concept of adding tens on a 100 square as a class activity was too difficult for most children. Where expectations are too high, the pace of learning is slow and teaching is less effective.

Knowledge and understanding of the world

65. Children's attainment is slightly below the Desirable Learning Outcomes by the age of five and they achieve well. They observe and talk about their sunflower seedlings on their 'growing' table with developing understanding. They happily talk about their past experiences, their families, homes and the different ways they come to school, many with a limited awareness of direction and time. The children draw 'things I see on my way to school', to make a block graph, effectively using and applying their mathematical skills. They use a range of constructional apparatus and recyclable materials to build models of houses. Many are able to cut, stick and join materials, with support. The children use a computer with increasing confidence, with adult support.
66. The quality of teaching is good. Planning lacks specific learning objectives, but a good range of well-prepared, interesting and purposeful play activities are provided, well addressing the Desirable Learning Outcomes. These also match well the very wide variations in the levels of children's attainment within the class. Staff very effectively intervene, motivating and managing children well and contribute positively to children's understanding. Health and safety are appropriately addressed. Opportunities are maximised to reinforce learning points and to extend children's vocabulary.

Creative development

67. Children achieve well in lessons and overall attainment is slightly below average by the age of five. Children are able to sing simple songs and rhymes and they listen and respond with enjoyment to a range of music. They use a wide variety of materials, tools and media to create paintings and sponge prints in the style of Lowry, exploring colour, texture, shape and form. They use the class 'shop' and 'home corner' effectively to experience imaginative play, developing confidence as well as language skills.
68. The quality of teaching is good. Staff provide effective opportunities for children to explore the art and music elements, and to develop independence and decision making skills through choosing appropriate materials and tools for activities. Effective use of resources motivates the children who are well managed and challenged. Good group organisation ensures equal opportunities for all children to experience all activities. Good input from teaching and support staff help them to develop their ideas and understanding.

Physical development

69. By the age of five children attain above the expected outcomes for their age and they achieve well. Children explore the use of a wide range of large apparatus safely, effectively developing co-ordination and skills of climbing, jumping, crawling and balancing, as well as their awareness of space and of others. They use wheeled toys in the outside play area with growing control and confidence to support the development of their gross motor skills. They handle paints, glue and a range of small tools with growing control.

70. The quality of teaching is sound, overall. Good class control, effective planning and very good use of resources and support staff contribute very effectively to the children's acquisition and development of skills. Where the teacher encourages the understanding of positional language, for example, 'through', 'around' and 'inside', teaching is effective. Teaching is less effective when children play unsupervised in the outside play area and opportunities are missed to develop language skills.

ENGLISH

71. In the 1999 end of Key Stage 1 National Curriculum tests, the proportion of pupils who reached the nationally expected standard (Level 2) was close to the national average in reading and well below in writing. The proportion that reached the higher level (Level 3) was below the national average in reading but close to it in writing. When the school's results are compared with schools with pupils from a similar background they are average. In the 1999 end of Key Stage 2 National Curriculum tests, the percentage of pupils who attained the expected standard (Level 4) was below the national average and those who attained the higher level (Level 5) was well above the national average. When the school's results are compared with schools with pupils from a similar background they are below average but above average in the proportion achieving Level 5. This reflects the cohorts of pupils who took the tests in 1999. In the Year 6 class ten pupils (over 30 per cent) had a Statement of Special Educational Need and in the Year 2 class 42 per cent of pupils were on the special educational needs register. Due to significant differences in the attainment of pupils on entry, it is of limited value to compare trends over time. The school has identified this and has targeted particular groups for extra support; for example, Years 3 and 4 that have over 40 per cent of pupils with special educational needs in the class. In national tests girls perform better than boys in both key stages but this was not apparent from sampling pupils' work or from lesson observations.
72. The inspection findings show that for this present cohort of pupils at Key Stage 1 a significant proportion of them are below the national average. At Key Stage 2 standards are better than the 1999 national test results and pupils' attainment is average. This evidence broadly supports the targets the school has set. There were no significant weaknesses highlighted in the last report.
73. By the end of both key stages pupils achieve average standards in speaking and listening. Most pupils at seven are articulate and use well-formed sentences and an appropriate range of vocabulary. Their responses are considered and appropriate, reflecting the quality of their listening skills, especially during the literacy hour. Higher attaining pupils speak clearly and during the class shared reading of 'Mini-beasts' they confidently explain which are the key words to use in finding the answer to a question. The lower attaining pupils answer questions related to the text but lack some fluency of speech. By the end of Key Stage 2 pupils are skilled at discussing and evaluating the meaning and purpose of a variety of poems they study. For example pupils in the shared reading examined closely the imagery and style of the poem 'Fight of the Year' and in the plenary session, using the same criteria, examined the quality and effectiveness of their own poems. During religious education lessons pupils express their ideas and feelings fully and confidently. They also engage in good levels of conversation with adults and respond confidently when given more formal opportunities for speaking and listening to a wider audience in class assemblies and drama productions. The skills of lower attaining pupils are more limited but with the encouragement they receive, especially in the whole class tasks, they are beginning to show confidence in sharing their ideas together.

74. Reading standards are average at the end of both key stages. By the end of Key Stage 1 higher attaining pupils are independent, fluent and confident readers of both fiction and non-fiction. They have a good understanding of the text and are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. Most pupils use a wide range of strategies to read new words and to self correct more difficult ones. The reading scheme to support the literacy hour, and particularly the use of the big books, has improved the level of enjoyment shown by the pupils in their reading and is increasing their ability to read with expression. Pupils show a good understanding of alphabetical order in using the index of reference books to find information. By the end of Key Stage 2 the best readers are able to discuss the text they read with clarity and understanding. The majority are fluent and articulate in their reading, with appropriate expression. Pupils read a wide range of texts from the good range of both fiction and non-fiction books. Many have favourite authors and discuss their preferences and the different styles of writing, clearly explaining why. Lower attaining pupils are more hesitant in reading a new text but most have a sound knowledge of strategies to use and are gaining confidence and independence in their reading. The library is used effectively to develop study skills and for pupils to make use of the catalogued library. Pupils' higher order reading and research skills are sound and used purposefully in other areas of the curriculum.
75. Pupils' attainment in writing by the end of Key Stage 1 is slightly below average but average by the end of Key Stage 2. At seven, handwriting is not always clear or well formed and very few pupils confidently use a cursive style. In their extended writing higher attaining pupils demonstrate a very good awareness of the structure and sequencing of events in a story. Their ideas are imaginative, varied and clear. For the majority of pupils spellings are accurate and the use of punctuation is sound. There are frequent opportunities during the literacy hour to practise phonics rules to improve spellings and pupils are confident in using these skills independently in their written work. There are some good examples of different forms of writing including letters, diaries, poems and retelling favourite fairy stories. However, opportunities for pupils to write at length are limited and there are few examples of where written work is linked well to other areas of the curriculum. Average and lower attaining pupils in Year 2 are still printing but can write sentences, sometimes needing adult support, and spell simple words correctly. By the end of Key Stage 2, most pupils use good expressive language and grammatical awareness in a variety of well-structured and planned work that includes letter writing, book reviews, poetry, riddles, newspaper articles and science experiments. There are many examples of extended writing. Most pupils can work independently and there are appropriate opportunities to use research skills in the library or through information technology. Pupils often illustrate and edit their work on the computer. Written work is generally well presented and spelling is of a satisfactory standard, handwriting is generally accurate and fluent in the majority of the work. Handwriting skills are well developed.
76. Progress in speaking and listening at both key stages is good for all pupils, including those with special educational needs and for those for whom English is an additional language. In Key Stage 1 progress in reading is good and in writing progress is satisfactory. This is mainly due to the fact that teachers do not plan sufficient opportunities for regular handwriting practice, and opportunities for extended writing are limited. In Key Stage 2, pupils make good progress in reading and writing. The literacy hour is well established and effective teaching and management strategies are being used in many lessons to teach pupils the basic skills. The plenary session is used well in most cases to extend and reinforce ideas from the lesson and provide valuable feedback. Where there are problems managing the organisation and control of the group work, or the plenary is not linked to the focus of the lesson, then progress is

limited. Pupils in Year 1 learn how to speak more clearly, widen their vocabulary and listen more carefully. In Key Stage 2, discussion skills develop well particularly in extending pupils' technical vocabulary across the curriculum. In reading, in Key Stage 1, pupils move progressively through the reading scheme and staff place a high priority on hearing pupils read during guided reading sessions. In Key Stage 2, library skills, including research skills in reading and writing, are progressively developed. Pupils have the opportunity to study different authors, for example, Dick King-Smith in Year 3 and Roald Dahl in Year 4. In Key Stage 1, progress in writing skills develops consistently with the emphasis on sentence construction, spelling and punctuation. A lack of regular sessions to provide opportunities for extended writing and to improve the quality of handwriting has slowed down the progress in these areas particularly for higher attaining pupils. Pupils in Key Stage 2 edit their work to improve the structure, grammar and punctuation and make good progress in writing for different purposes. Year 3 rewrite the fairy story 'Little Red Riding Hood' including all the important events, while Year 4 write poems in the style of Japanese 'Haiku'. Pupils in Year 5 build on these skills to plan, edit and present their collections of poems. Very good extended writing in Year 6 builds on this progress as pupils learn to plan their stories. Handwriting skills progress well, especially in the transition to cursive writing. Pupils with special needs make good progress with effective help from additional support or when taught in small groups outside the classroom during the literacy hour. Parents provide valuable support for their children with homework that aids the progress made at school.

77. All pupils have positive attitudes to learning, and work hard, with enthusiasm and interest, to complete their work successfully. Year 5 pupils, when sharing a text, were fascinated by the way the writer had used the words to create a visual image. Relationships are very good and pupils support each other well, giving help and encouragement to anyone who has a problem. This support was particularly noticeable in a Year 4 lesson in which a pupil with a physical disability contributed well to the lesson. Behaviour is very good, especially in the literacy hour where pupils have the control to work independently. Pupils concentrate well and their work output is good.
78. Overall, the quality of teaching is good. No teaching was unsatisfactory and in 18 per cent of lessons observed it was very good. In Key Stage 1, all the teaching was at least satisfactory with 35 per cent good. In Key Stage 2, all the teaching was at least satisfactory; being good in 50 per cent of lessons and 25 per cent of lessons were of very good quality. Staff have worked hard to improve strategies for the teaching of the literacy hour. A particularly good example was in a shared reading activity when Year 6 pupils discussed a poster about "Evacuees". Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In the literacy hour teachers have established good classroom routines for pupils and there is an industrious working atmosphere. In the good and very good lessons, planning is clearly focused on practicing and improving key skills for pupils of all abilities. In a Year 4 lesson for lower attaining pupils, the teacher provided pupils with good examples from a text and an effective framework which enabled them to successfully write their own descriptive sentences. Good classroom practices and management of time are well established, enabling learning to occur without distractions. Resources of a good quality are used well. In less effective lessons, staff find it difficult to manage the group work effectively and as a result the teacher has difficulty intervening with some groups, and on these occasions progress is limited. Staff are very skilled at using the support staff productively in the literacy hour. The plenary session is focused sufficiently well on re-emphasising points from the lesson or giving constructive feedback.

79. The coordinator, who has successfully prepared the staff for the literacy hour, manages the subject appropriately. Her effectiveness is limited by the lack of opportunity to monitor teachers' planning or how the subject is taught. There are still areas of improvement to resolve; more focus is needed in Key Stage 1 on raising the levels of attainment of pupils' writing skills and these are not given sufficient emphasis in other subjects. There are no up to date examples of levelled work for teachers to judge the attainment of pupils and monitor the progress pupils are making. The literacy hour has been well resourced. The siting of well-resourced libraries is having a positive impact on this. A strength of the provision is in the 'additional language support' classes when pupils are taught in small groups out of the classroom.

MATHEMATICS

80. In the 1999 end of Key Stage 1 National Curriculum tests, the proportion of pupils who reached the nationally expected standard (Level 2) was close to the national average. The proportion that reached the higher level (Level 3) was well below the national average. In the 1999 end of Key Stage 2 National Curriculum tests, the percentage of pupils who attained the expected standard (Level 4) was close to the national average and those who attained the higher level (Level 5) was well above the national average. When the school's results are compared with schools with pupils from a similar background they are below average at the end of Key Stage 1 and above average at the end of Key Stage 2. This reflects the cohorts of pupils who took the tests in 1999. In the Year 6 class ten pupils (over 30 per cent) had a Statement of Special Educational Need and in the Year 2 class 42 per cent of pupils were on the special educational needs register. Due to significant differences in the attainment of pupils on entry, it is of limited value to compare trends over time. The school has identified this and has targeted particular groups for extra support; for example, Years 3 and 4 that have over 40 per cent of pupils with special educational needs in the class. Results in tests indicate girls do better than boys in Key Stage 1 and boys do better than girls in Key Stage 2. This was not in evidence from sampling pupils' work or from lesson observation.
81. The inspection findings show that for this present cohort of pupils at Key Stage 1 a significant proportion of them are below the national average. At Key Stage 2 standards are similar to the 1999 national test results and pupils' attainment is average. This evidence broadly supports the targets the school has set. From lessons observed and from discussions and the analysis of pupils' work, indications are that learning in the areas seen is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs make good progress towards meeting the specific targets in their individual education plans. Work presented to them is well matched to their abilities and previous experience and very good support and encouragement are given to them by teachers and learning support assistants. Pupils for whom English is an additional language make good progress and achieve well. Attainment in shape, space and measure is not as strong as the other areas of mathematics at Key Stage 1. Inspection evidence indicates that at both key stages the practice of using and applying mathematics is inconsistent. Although some data handling and problem solving is carried out at Key Stage 2 this aspect of mathematics is not as well developed as numeracy. Consequently pupils' ability to use and apply their mathematical knowledge in extended investigations across the curriculum is limited. There is satisfactory use of mathematics across the curriculum including measuring and recording in design and technology, creating time lines in history and recording observations in science. There were no significant weaknesses identified in the last report.

82. At the end of Key Stage 1 most pupils can count forwards and backwards to ten and many are confident with numbers up to 100. In mental practise activities most pupils use confidently number bonds to ten and more able pupils are confident when counting on in twos, fives and tens. Most pupils have sound mental strategies and higher attaining pupils clearly explain their thinking. When using a number board many pupils can place accurately numbers to 100. They understand 'more than' and can work out numbers that are 'nearest to 80' for example. When placing numbers in the correct columns some pupils are able to explain the strategies used. For example when placing 55 - "I know it goes between 54 and 56" and "I place it above 45 because it is ten more". In conversation pupils show that they can name correctly three-digit numbers and use their understanding of partition and place value to separate the numbers into 100s, ten and units. Most pupils understand how money is used and can make accurate calculations using 1p, 2p, 5p, 10p and 20p coins. Pupils develop their knowledge of two and three-dimensional shapes and can sort and name some of them by their attributes, for example cone, pyramid and cylinder. Many pupils have some understanding of symmetry. Pupils are beginning to measure more accurately, although some confuse litres and kilograms. Many pupils understand the difference between odd and even numbers and that all odd numbers end in one, three, five, seven and nine and that "they do not make pairs".
83. In Key Stage 2 pupils build upon the knowledge and understanding gained earlier. Lower attaining pupils can add, subtract and multiply in tens and units. Year 6 pupils are able to produce bar charts from tallied information and offer simple explanations. They are encouraged to give oral and literal interpretations of the graphs, making good use of literacy skills. However, the opportunities for collecting data and using and applying mathematical skills are limited. The use of information technology to support learning in mathematics is being targeted in the whole-school focus on information and computer technology, but at present this aspect is underdeveloped. Mental arithmetic skills develop well with practise and a number of pupils are able to make complicated calculations with considerable speed and precision. Many pupils are developing their own strategies for solving problems and explain their reasoning. As, for example, when Year 6 pupils explain strategies for calculating different percentages of three digit numbers. Year 4 pupils demonstrate good knowledge of two-dimensional shapes and are able to name them up to ten sided figures. They understand right angles and can recognise them in complex figures. More able pupils interchange fractions, decimals and percentages and understand and work accurately with, a range of metric measures. Pupils are able to calculate accurately $\frac{1}{4}$ of 3.2, and 9×0.8 . They understand area and perimeter and calculate the areas of regular and irregular shapes in square centimetres. Pupils understand long multiplication and division. At the end of the key stage pupils use their understanding of percentages to calculate ten per cent, 15 per cent and 25 per cent of given numbers. They understand the relationship between fractions, percentages and decimals and interchange them in calculations, for example, $\frac{3}{4}$ / 75 per cent / 0.75.
84. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is good overall. In whole class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of the numeracy hour. Most pupils concentrate well on the tasks set for them, and they work well together. Relationships between pupils and their teachers are very good overall and this has a positive impact upon the effectiveness of teaching.
85. The quality of teaching is good overall. In all the lessons seen the teaching was at least satisfactory, good in 45 per cent and very good in 30 per cent. In Key Stage 1 it is sound and in all the lessons seen the teaching was satisfactory. The teaching is good in Key Stage 2 and

in the lessons seen all the teaching was good with 40 per cent very good. Where teaching is good the lessons are thoughtfully planned. Lesson plans contain clear learning intentions, based upon the National Numeracy Strategy curriculum and provide effectively for the differing needs of pupils. The objectives are made clear to the pupils who consequently can appreciate their own learning. However, a minority of plans simply list the activities to be covered and do not always indicate what pupils are expected to learn. Consequently, in these lessons learning cannot be securely assessed and this has a negative impact upon individual progress. Teachers' knowledge of the National Numeracy strategy is good, and they show confidence in their teaching. Teaching methods are good with an appropriate balance between pupil activity and direct teaching. Lessons are well organised, interesting and proceed at a brisk pace. The National Numeracy Strategy has been effectively implemented and the dynamic mental mathematics sections are an outstanding feature of all lessons. Pupils engage in the activities with obvious enthusiasm and enjoyment and teachers make the most of the sessions to provide opportunities for the practise and consolidation of skills. Time and resources are used well and the use of homework to support learning is good. The very effective use of questioning to focus attention and aid understanding, and the constructive use of praise to motivate pupils, are regular features of the good teaching. Teachers manage their classes well and generally have high expectations, although extension activities for higher attaining pupils are not consistently included in their planning. Whilst some teachers' records are comprehensive, the planned opportunities for day-to-day assessment are not explicit and there is no clear evidence that assessment is being used to inform planning. Whilst there are many instances of good oral feedback being observed, the analysis of pupils' work indicates that most marking, though regularly undertaken, consists mainly of ticks and crosses and there is little evidence of constructive or helpful comments aimed at improving understanding or extending learning.

86. The effective introduction of the National Numeracy Strategy has had a very positive impact upon pupils' computational and mental calculation skills. Leadership of mathematics is very good. The experienced and committed co-ordinator is unusually well qualified and her understanding and competence in the teaching of mathematics provides a good role model for other staff. The current scheme of work for mathematics based upon the National Numeracy Strategy supported with commercial materials and the Qualifications and Curriculum Authority scheme provides for comprehensive long and medium term planning. However, it is not the current practice for the coordinator to monitor the teaching and planning of mathematics. Thus continuity and progression of delivery between year groups and key stages are insecure. The school has begun to create portfolios of pupils' work in mathematics. However, as yet they are not clearly moderated and annotated against national criteria and do not indicate sufficiently to teachers the standards required at the end of each year. The deputy headteacher has completed some analysis of recent and past national test results in mathematics and the establishment of a pupil performance database should provide valuable information in the future. However, the information gained from analysing pupils' strengths and weaknesses in national and optional tests has not yet had a significant impact upon curriculum provision.

SCIENCE

87. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was below the national average. The proportion of pupils achieving Level 5 was close to the national average. Teacher assessments in 1999 at the end of Key Stage 1 indicate that the proportion of pupils reaching the expected level (Level 2) and

above was in line with the national average. The results at the end of Key Stage 2 have declined since 1996. Average standards were maintained until 1999 when there were greater numbers of pupils with special educational needs than is normal for the school at the end of both key stages, and results fell. In 1999, there was a rise in standards in most other schools, so attainment remained below average. When the school's results are compared to schools with pupils from a similar background, they are below average. Inspection findings suggest that the standards of attainment of the current pupils at the end of both key stages are in line with the national average. An improving trend in standards is indicated, mainly due to good teaching, the broad science curriculum the school offers and the high priority given to pupils experiencing first-hand investigative science. In the previous report, there were no serious concerns expressed. Girls do better than boys in tests at the end of Key Stage 2, but there was no evidence to support this in the work seen or in the lessons observed.

88. Pupils in Key Stage 1 achieve satisfactorily. They acquire appropriate scientific skills, knowledge and understanding and, overall, develop their previous learning appropriately. Key Stage 2 pupils achieve well in using their knowledge and understanding to carry out investigations. The majority of pupils effectively consolidate and extend their previous knowledge and understanding. They achieve well during lessons because of the consistently good or better teaching throughout the key stage, but, overall, pupils do not achieve well in the tests because of the high proportion of pupils with special educational needs. Therefore, satisfactory progress is indicated over time. Throughout the school, pupils with special educational needs achieve well in comparison to past attainment. Pupils who speak English as an additional language also achieve well. Both groups of pupils are supported very well in the classrooms by the teaching staff and additional support staff. They are given work that they understand, yet which is still challenging to them. Pupils build up their scientific vocabulary and effectively extend their skills in carrying out investigations. Teachers encourage and provide opportunities for independent learning and this effectively helps the higher attaining pupils to well extend their scientific knowledge, understanding and skills. Provision for higher attaining pupils has improved since the last inspection.
89. In Year 2, pupils successfully investigate how forces can cause objects to speed up, slow down or change direction. They observe, measure and compare speed and distances travelled by a range of toy cars. Higher attaining pupils can explain what makes a fair test, with good understanding. Year 1 pupils are able to recognise and name a range of sources of light, however, many lack confidence in questioning skills. By the end of Key Stage 1, pupils make appropriate observations related to their tasks and record their findings with developing competence. They experience a good range of practical investigations, and use simple equipment appropriately. They observe carefully and describe and record their observations, using simple tables and charts, using appropriate scientific language. Higher attaining pupils use their knowledge and understanding to begin to explain their findings.
90. At Key Stage 2, pupils' attainment varies, but, overall, it is average. Pupils in Year 3 effectively learn about materials and their properties. In their studies they extend their previous knowledge of materials by sorting them into groups according to their properties, such as transparency and opacity. In studying electricity, they compare how bulbs work in various electrical circuits. They develop appropriate knowledge of the differences in plants and begin to use simple keys based on observable features, to classify them into groups, using one criterion. Higher attaining pupils are encouraged to develop their knowledge through using several criteria to sort plants. Pupils in Year 5 attain above average standards in a lesson on dissolving materials. They predict which solids will dissolve in water, carry out fair tests and select and compare different variables when dissolving sugar. Year 6 pupils experience

field study work to investigate hedgerows, using keys to classify grasses and plants. They effectively use their prior knowledge of the life cycle of plants to explain 'leaf litter', using scientific terms, for example, 'pollution' and 'decompose'. Higher attaining pupils demonstrate increasing understanding of this concept, recognise the great variety of living things and are aware of the importance of classification. By the end of Key Stage 2, most pupils develop appropriate investigational skills and record their findings in a variety of ways, including line graphs. They are able to predict, and understand the need to use a 'fair' test. They make relevant observations and measurements, using simple equipment appropriately. When writing down their findings, the overall standard of presentation is good. The use of information and communications technology is developing appropriately, including the use of CD-ROMs as a source for research. In studying materials, Year 6 pupils are aware of health risks, such as the dangers of smoking and can name and position the main human body organs and their functions. They have a sound understanding of filtration, evaporation and condensation. They have a satisfactory knowledge of physical processes, such as forces and light, explaining shadows by the fact that light travels. Higher attaining pupils have a well-developed scientific vocabulary and use terms, such as 'pollination, germination, filtration', confidently, and are able to draw conclusions when explaining their findings. Most achieve well, building on their previous learning effectively.

91. Pupils' attitudes to learning are very positive. They behave and concentrate very well and try very hard to do their best. They enjoy experimental activities, demonstrating great enthusiasm and interest in the 'hands on' approach to science. In group activities they work very well together, share ideas sensibly and respect one another's views. They relate very well to each other and to teachers and other adults. These very good relationships motivate pupils of all abilities well and make a significant contribution to the good progress made within most lessons.
92. Overall, the quality of teaching is good. At Key Stage 1, it is mainly satisfactory, with some good teaching seen. At Key Stage 2 teaching is consistently good, with some very good teaching observed. All teachers have a secure subject knowledge and this has a positive impact on the development of pupils' skills, knowledge and understanding. Teachers effectively plan and organise purposeful, practical activities that consolidate what pupils already know, then appropriately extend their knowledge and understanding. Teachers' expectations of their pupils are, overall, appropriately high. Where the teacher has very high expectations, the task challenges pupils well, makes use of prior learning and contributes well to very good progress, for instance, when upper Key Stage 2 pupils investigate dissolving materials. Through good questioning skills and clear explanations, teachers clarify and extend pupils' thinking, for example, when Year 4 pupils begin to learn about grouping plants according to observable criteria. Teachers consistently manage their pupils well, motivating them effectively and eliciting a good response from them. Teachers use time well, and use a good range of resources for pupils to gain first hand experiences, promoting effective learning, for instance when Key Stage 1 pupils carry out 'fair' tests in a lesson about 'forces'. Very good support is given to both pupils with special educational needs and to those pupils who have English as a second language, through the very good use made of support staff. All have equal opportunity and access to the curriculum. Teaching is effective where very good interaction with pupils checks their understanding and encourages them to develop independence and responsibility for their own learning, seen when upper Key Stage 2 pupils experience fieldwork. In lessons where teaching is less effective, pace is lost and pupils lose interest. Where teachers ask closed questions, pupils are not encouraged to think for themselves. Links with literacy are sound. Pupils are at times expected to record their observations and describe their activities in writing. Teachers extend and reinforce the use of

appropriate scientific vocabulary; for example, in a Key Stage 2 lesson about solids that will dissolve in water, they are introduced to words, such as 'solution' and 'soluble'. Links with numeracy are good at Key Stage 2 and sound at Key Stage 1. Key Stage 2 pupils measure and count in a range of contexts and are given effective opportunities to use graphs and data handling to support their investigations.

93. The curriculum is planned effectively to include an appropriate balance between the Programmes of Study, ensuring that the subject meets statutory requirements. The science curriculum is currently being reviewed to improve continuity and progression and to ensure that levels of work taught match pupils' prior attainment. Science makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Pupils discuss and write about social, environmental and health issues, for example, 'Should people smoke in front of children?'. Assessment and recording procedures are in place, but are in need of further improvement as they do not give teachers a clear picture of what pupils know, understand and can do. Assessment is not consistently used to plan what the children should learn next. The school's current collection of samples of pupils' assessed work in science does not clearly identify pupils' level of attainment. Therefore, they are of limited value as reference points for teachers to make judgements about pupils' attainment levels. The subject is well coordinated but the coordinator's monitoring and evaluation role of teaching and learning is underdeveloped. Science resources are good. They are well organised and are accessible to staff and pupils. The school grounds are used very effectively as a resource for investigative work. The curriculum is enriched by the good use made of visits, for example, to a conservation area, and by visitors, such as an ornithologist and an underwater photographer.

ART

94. In the previous inspection concerns were expressed at the narrow range of artists that pupils studied and a shortage of materials. It was also suggested that the use of sketchbooks should be developed to record pupils' observational skills. All these areas have been improved: there are adequate resources, pupils study a wide range of artists, and sketchbooks are used purposefully. The progress pupils make in both key stages, including pupils with special educational needs and for those for whom English is an additional language, is good. By the time pupils leave the school the standard of their work is above the expected level for their age.
95. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. They successfully explore the work of other artists, for example, Van Gogh, Matisse and art from different cultures, trying to adopt their style in their own work.
96. By the end of Key Stage 1, pupils' skills are above the level expected for pupils of their age. In pencil drawings of buildings, pupils show accuracy and detail and an ability to appreciate line and tone. In Year 2, pupils have successfully experimented with techniques such as colour mixing and printing that are effectively exhibited in displays. In making minibeasts using clay, pupils show good skills in manipulating clay and using simple tools.
97. At Key Stage 2 pupils achieve well. They successfully can record their own experiences with reasonable accuracy and an increasing attention to detail. In Year 3, they make effective paintings of animals using the technique of 'pointillism' in the style of the Aborigines. In Year 4, pupils' skills in mixing paint in 'extending a picture' show a good appreciation of tone and

shade. Pupils in Year 5 enthusiastically study the work of Gioconetti and can successfully produce three-dimensional figures in his style. In Year 6, the standards that pupils achieve are above the level expected for pupils of this age. This was evident in the colourful designs on pottery pupils produce using paint in the style of Clarisse Cliff. Pupils show good skills in observational drawing and good attention is given to detail in their drawings in the display 'Festivals, beliefs and ceremonies'. Good knowledge of the qualities of clay is evident in clay tiles depicting a landscape scene.

98. All pupils have good attitudes to art and display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are very good. They appreciate the efforts of other pupils and make positive comments about each other's work. Behaviour is very good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride. The teaching of the subject has a positive impact on pupils' spiritual and cultural development.
99. Overall the teaching is good. In the lessons seen the teaching was always at least good and in 25 per cent of lessons was very good. In the good and very good lessons the teacher has good subject knowledge and sets high expectations of pupils. Effective use is made of a good range and quality of visual stimuli and the teacher demonstrates techniques successfully. As pupils work the teacher effectively intervenes, encouraging pupils to think in depth about their work. A good example of this was seen in Year 6 when pupils carefully examined the work of Clarice Cliff and successfully developed their own ideas creating their own designs on a plate. In other good lessons, pupils are given the freedom to choose appropriate media for their work and decide which technique they would like to use. Teachers organise lessons well, making good use of all the space available. Careful planning ensures that pupils have opportunities to work in two and three dimensions. Pupils respond well to the relaxed atmosphere that is created, working well and using the resources with care. An example of this was seen in Year 4 when pupils used previously learned techniques, for example, wax resist producing an abstract picture in the style of Joan Miro. Displays of artwork throughout the school are good; pupils from Year 1 to Year 6 have produced work of good quality. Pupils' skills in literacy and numeracy are used appropriately in the subject, for example, in researching the life of various artists. The subject contributes to competence in information technology as they design and experiment with 'clip art' and 'doodle' programs. There is a satisfactory scheme of work and adequate levels of resources. The subject is effectively managed but assessment and recording procedures are inconsistent across the school. The effectiveness of the coordinator is limited by the lack of opportunity to monitor teachers' planning and the teaching of the subject.

DESIGN AND TECHNOLOGY

100. It was only possible to observe one design and technology lesson in each key stage during the inspection. However, samples of pupils' work, teachers' plans and discussion with teachers and pupils show that pupils make good progress at both key stages, and by the time pupils leave the school their level of attainment is above that expected for pupils of this age. The previous report highlighted a weakness in pupils' design skills. This has been improved.
101. Throughout Key Stage 1 pupils have appropriate opportunities to handle a range of materials and appreciate how different materials can be joined to each other. In this key stage, appropriate emphasis is placed on the design process. Pupils use material confidently,

choosing pieces appropriate for the intended purpose. They talk about their ideas and explain adaptations to their original designs. A minority of pupils know how to make a structure rigid. Pupils in Year 1 display good skills in evaluating one another's moving vehicles and can use terms such as axle and chassis. In Year 2 pupils have considered a number of factors in what makes an effective glove puppet. Having drawn designs, decided on the materials, and evaluated them, they then make effective models from the designs.

102. All pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress throughout the school. In Key Stage 2, in making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 3 to drawing accurate plans to scale in Year 6. In Year 3, pupils display good designing and making skills in their project to make a lighthouse. Pupils successfully transfer their knowledge of how switches work into their models. Pupils in Year 5 carefully evaluate their newspaper models of towers, identifying how they would improve the structure to make it more rigid. In Year 6, pupils design and make a moving vehicle after carefully studying how they are made. They can adapt their design using previously gained knowledge for a particular function, for example, linking a motor with pulleys to drive the wheels.
103. In discussion it was noted that pupils enjoy all aspects of their work in technology. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. In the lesson seen pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product.
104. In the lesson seen the teaching was good. Effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. Lesson planning is sound, with teachers supported with an appropriate policy and guidelines. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and to evaluate their progress. In a Year 3 lesson, pupils were presented with a good opportunity to pool their ideas and discuss what they had to do as they made a switch for their lighthouse. Resources are adequate, and are well maintained and stored. The curriculum coordinator responsible for design and technology has a good understanding of the subject and manages it appropriately. However, her effectiveness is limited by a lack of opportunity to monitor teachers' planning or the teaching of the subject. The subject contributes appropriately to the development of pupils' literacy and numeracy skills; for example, in writing up their evaluations and careful measuring. However, there is little contribution made to pupils' competence in information technology. Although pupils are assessed as teachers evaluate their lessons this information is not easily accessible, especially as pupils move through the school.

GEOGRAPHY

105. Evidence from the scrutiny of work in books and on display, combined with lesson observations and discussions with pupils, indicates that standards are similar to those expected for pupils of this age. This judgement reflects that made during the previous inspection, when attainment was in line with national expectations at both key stages. The subject is taught in blocks for most, but not all, terms in the year. There were no significant weaknesses highlighted in the last report and standards have been maintained.

106. At Key Stage 1 standards are at the expected level for pupils of this age. However, pupils are entering school with limited knowledge and understanding of the world around them and by the end of the key stage all pupils have made good progress. Pupils are finding out about their immediate environment around school and home. In Year 1 they have visited the Blue Aquarium and discussed what they saw on the way, comparing it with their own area. In class some pupils can remember their own address and which part of Bolton they live in. Most have a sound vocabulary to describe their routes to school, using mainly up, down and across as directional language. They are beginning to understand the elements of a picture map and make some attempt to draw their route to school. Pupils' knowledge of geographical terms in Year 2 is satisfactory. Many can talk about the local environment and what one might see there. They have an appropriate vocabulary when trying to describe a hill, mountain or river. They can appreciate different environments and after studying the island of Cull could identify similarities and differences between how people would move around on the island as compared to Bolton.
107. All pupils make sound progress at Key Stage 2 including those with special educational needs and those for whom English is an additional language, often with good non teaching support and with work well matched to pupils' differing ability. The development of map skills from Key Stage 1 can be seen. Pupils in Year 3 use maps at a variety of scales to show where they live in their local area within Bolton, the northwest of England and the United Kingdom. They are beginning to study physical features around them and after a visit to Milldene brook show an awareness of the features of a river using relevant vocabulary, for example, weir, rapids and meander. In Year 4, pupils have a good understanding of weather and climate and compare their own locality with Northern Scotland. In Year 5, pupils use atlases to find maps of different climatic zones in the world and differences in weather patterns between Great Britain and St Lucia. Their study of climates is in appropriate depth. Most pupils can interpret data on weather patterns and have been able to carry out their own research to find out about the weather in St Lucia. Newspapers have been used to find information on extreme weather conditions such as hurricanes, and their effect on people's lives. Reports written by pupils show a satisfactory understanding. In Year 6, pupils show sound knowledge of geography as they compare different localities in depth such as Grasmere and Llandudno.
108. Pupils enjoy the subject and begin new tasks with enthusiasm. They collaborate well in small groups, for example, in working out the location of places in Scotland using a map and compass in Year 4 or discussing tropical climates in Year 5. Pupils' behaviour and attitudes to their work were always good. They listen carefully and are always willing to share their ideas. There are currently opportunities for pupils to plan topics for themselves and to pursue independent lines of enquiry, for example, in reading for research or using their independent writing skills. Pupils do this well. The vocabulary they learn extends their literacy and in Key Stage 2 they develop extended writing skills appropriately in this subject, but this is less so in Key Stage 1. Pupils work well independently or when co-operating in groups.
109. Teaching in geography is satisfactory. In lessons observed at both key stages all teaching was satisfactory and good in 40 per cent of lessons. In the best lessons, teachers communicate their own enthusiasm for the subject and stimulate independent thought, as in a Year 3 lesson on features of a river. Tasks are appropriately planned for different attainment levels, as in 'exploring different climates' in Year 5, with pupils producing a written account to explain what weather charts show. Good use was also made of one able pupil's work to help others. In good lessons opportunities were taken to develop directional language. Good teaching in Year 2 reflected the teacher's high expectations and her ability during the lesson to instill in the pupils a desire for further knowledge. Information technology is used to develop pupils'

mapping skills, for databases and for research. Opportunities are given for pupils to enhance mathematical skills as they collect, collate and interpret data.

110. Geography has a clear policy document and scheme of work that ensures a wide and balanced curriculum. It provides opportunities both for social and cultural development. The monitoring role of the coordinator is limited this year due to other priorities. She has no opportunity to monitor teachers' planning or the teaching of the subject. At present assessment procedures are not used consistently throughout school. There is a satisfactory range of resources to allow geography to be taught. Resources for map work are good and include atlases, globes, maps and plans at various scales and sets of aerial photographs of the locality. Good use is made of the local environment and beyond to give pupils first hand experiences and develops their knowledge and understanding. Pupils in Year 6 have a residential visit to Llandudno as a contrast to their own locality, where they practice map-reading skills and study the tourist industry.

HISTORY

111. Only two history lessons were observed during the inspection. Judgements are based upon these, together with discussions with pupils, examination of planning, scrutiny of pupils' work and displays around the school. Evidence indicates that standards at the end of both key stages are similar to those found in most schools and all pupils, including those with special educational needs, make satisfactory progress through the school. There were no significant weaknesses highlighted in the last report and standards have been maintained.
112. Analysis of work and discussions with pupils at the end of Key Stage 1 show that by the end of the key stage most pupils have appropriate historical knowledge. They begin to understand the passage of time by discussing the differences between the past and the present relevant to their own lives and the lives of relatives. In looking at changes in the home over time they easily identify objects that would not have been found in a Victorian kitchen and make comparisons with present day utensils and equipment. They know about famous people, such as Helen Keller and Mary Seacole, and understand that information about the past can be obtained from books. In a lesson about George Stephenson, pupils gave thoughtful opinions about the advantages and disadvantages that the steam train brought to different people. Most pupils were able to correctly place steam, diesel and electric trains on a time line.
113. At Key Stage 2 pupils accurately describe characteristics of past periods. By the end of the key stage pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. They are aware of the difference between fact and opinion and that there are different versions of the same historical events. Pupils have developed a sound understanding of characteristic features of periods of history. Year 4 pupils made good use of information and communications technology to research the main characters and events of the Tudor period. Year 6 pupils investigate a number of sources to gather information about the experiences of evacuees during the 1940s. These include posters, newspaper reports, school logbooks and grandparents!
114. Pupils' attitudes to history are very positive. They enjoy the stimulating activities set and co-operate well with each other in investigative tasks. Behaviour is always good.
115. Too few lessons were observed during the inspection to make a secure judgement on the quality of teaching. From the lessons observed and the analysis of work it is judged to be

satisfactory. Teachers have sound subject knowledge and enthusiastically present a range of varied, well-planned activities and access to historical sources and artefacts.

INFORMATION TECHNOLOGY

116. Overall pupils' attainment is in line with national expectations at the end of both key stages. Many pupils enter the school with very little experience of using computers although a number do have access to them at home. Pupils make sound progress throughout the school. Those with special educational needs and those for whom English is an additional language make satisfactory progress in relation to their prior attainment in using computers. Concerns were expressed in the previous report that a number of computers were old. Satisfactory progress has been made and pupils have access to a greater range of better quality equipment. Most classrooms have two computers, fully networked and linked to colour printers.
117. At Key Stage 1 pupils develop their skills in the use of the computer using paint and draw applications to produce computer generated art. They are developing keyboard skills, and are becoming proficient at using the mouse. Year 1 pupils are able to drag, drop and print and use the space bar and shift key for spacing and capitals. In Year 2 pupils use the 'Write Away' program to develop word processing skills. They are able to retrieve and save their work. In one lesson pupils practised control skills when programming a wheeled Roamer to carry out a simple sequence of movements.
118. At Key Stage 2 pupils improve their skills of communication effectively. By the end of the key stage pupils are able to write stories and reports using a variety of word processing packages. Pupils have refined their manipulative skills when using the mouse and keyboard. They use icons and menus to change the size, style and paragraphing of text. Year 3 pupils are able to load the 'Write Away' program and log on to the Internet. They use 'Yahooligans' to find a chosen picture, copy it and paste it back into 'Write Away' before printing. Year 5 pupils are confident at clicking and dragging and use terms, such as scroll bar and cell. They understand the difference between 'save' and 'save as' in a file option, and know about embedding formulae when creating spreadsheets. In control technology pupils write simple programs to make a floor robot follow a given route, making use of their mathematical understanding of angles and degrees of turn to command the robot to follow a specific route. Through access to the Internet and making use of CD-ROM pupils are able to research information about work in other subjects, such as in a Year 4 history topic on the Tudors where information was downloaded and printed for inclusion in folders. Year 5 pupils create a spreadsheet using the 'Number Box' program to enter St Lucia rainfall data in a geography lesson.
119. Pupils enjoy their work on computers and show much enthusiasm, especially when choosing and downloading pictures from the Internet. They are always well behaved and work sensibly and co-operatively.
120. Although, overall, the school makes adequate provision for teaching information technology, during the inspection little direct teaching was observed. As a result it is not possible to make a valid judgement on the quality of teaching, although pupils in pairs and small groups were seen using computers with suitable guidance on numerous occasions. Teachers keep some records on the range of information technology applications used by pupils. They assess pupils' progress through their observations but this is not based upon a hierarchy of skills, and

the current recording procedures do not allow for such observations to inform either teachers' planning or curriculum development.

121. The enthusiastic and well-informed coordinator provides good leadership and direction for the subject and is well aware of what is needed to raise standards further. As part of the development of information technology throughout the school, the coordinator makes weekly visits to other classes to support teaching and learning. This is a new initiative and it is having a positive impact upon the standards attained. Resources are satisfactory.

MUSIC

122. Since the previous inspection music resources have been improved and are adequate. There was no music co-ordinator at the time of the last inspection. The headteacher is currently the acting music co-ordinator.
123. During the period of the inspection it was possible to observe only one music lesson at Key Stage 1. As a result there can be no judgement on the overall quality of teaching and learning in this key stage. In the Key Stage 1 lesson seen, where pupils learnt about pitch and pulse, the quality of teaching was good. Standards are what are expected in pupils of this age, they achieved well and their attitudes and behaviour were good. Judgements are also based on the scrutiny of pupils' work, teachers' plans and discussions with staff and pupils and observations of hymn practice and assemblies.
124. Standards at the end of Key Stage 2 are in line with what is expected for pupils of this age. Most pupils achieve appropriately. Pupils with special educational needs achieve well, in comparison to past attainment. Year 3 pupils develop appropriate listening and appraising skills. They are able to create a planned musical effect by using structured sounds. They play various percussion instruments to match the rhythms story of the song 'The Wreck', with developing skill, appreciating how elements and the use of different instruments can convey moods. For example, one triangle note was played to convey the effect of a single raindrop and drums to represent thunder. Year 6 pupils develop a basic understanding of notation and compose simple rhythms in their music workbooks. They make good progress in understanding how to improvise an accompaniment to a rhythm. In assemblies, pupils listen attentively, with enjoyment to the music of J S Bach and to a teacher who regularly plays his guitar to accompany singing in assembly and in class. The quality of pupils' singing is satisfactory and most sing accurately from memory, with improving control of diction and phrasing. Pupils' literacy skills are appropriately enhanced by extending their vocabulary, using words such as 'ostinato' and 'serene'. Numeracy skills are used in counting beats in singing.
125. Most pupils behave well, develop positive attitudes and enjoy music lessons, especially at the end of Key Stage 2 where they are eager to demonstrate their musical skills. Relationships between pupils and teachers are very good and motivates pupils well. Pupils work together well and take responsibility for organising their own group work, composing simple rhythms and recording these.
126. The overall quality of teaching is satisfactory, varying from satisfactory to good. Effective teaching is seen when high expectations, good practical activities and organisation encourage the pupils' creative efforts and impact well on their behaviour, involvement and progress. Constructive relationships between teachers and pupils promote productivity, good attitudes

and the good development of pupils' musical skills. Where class management varies and allows too much noise so that learning is inhibited, teaching is less effective.

127. The curriculum is broad and balanced. The policy and scheme of work provide appropriate guidance to teachers in planning for progression and continuity, but assessment procedures are inconsistent and assessment is not consistently used to plan what the children should learn next. Coordination of the subject is effective but little monitoring of teaching and learning has taken place. The curriculum is enriched by effective extra-curricular activities, such as a recorder club, by visiting musicians and involvement in a visit of the BBC Philharmonic Orchestra to a local school. Events, for example, the Christmas performance 'Millenium Bugs Life' and pupils' visits to a local secondary school for some music lessons and concerts, enhance the curriculum. A number of pupils benefit from violin and brass instrumental tuition by peripatetic teachers.

PHYSICAL EDUCATION

128. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games and gymnastics. There were no significant weaknesses highlighted in the last report and standards have been maintained.
129. At the end of both key stages pupils achieve average standards in those aspects of the physical education curriculum observed. They make expected progress in developing control and co-ordination in travelling, jumping and balancing when using large apparatus to practise gymnastic skills. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring competence in a range of games skills. All pupils make at least satisfactory progress, and there is evidence that some pupils make good progress and achieve results that enhance their self-esteem.
130. At the end of Key Stage 1 most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely. Year 1 pupils are developing a sound range of throwing and catching skills and learning to move safely with others. Year 2 pupils use apparatus well when practising travelling and balance movements on the apparatus.
131. At the end of Key Stage 2 pupils move around the playground and playing fields with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations they show appropriate understanding of attacking and defending techniques in soccer type skills. Year 5 and 6 pupils demonstrate good skills when learning how to bat defensively and field safely in a cricket-like situation. Year 4 pupils show growing competence in footwork and technique in a range of traditional and created dances. Pupils in Year 5 show that they are enthusiastic if not particularly skilful line dancers. In a lesson using poetic and musical stimuli to create a dance sequence, Year 6 pupils produce a good number of appropriate responses but generally the movements lack quality of finish. The school currently supports an effective swimming programme and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special needs are well supported. They make sound progress overall and achieve results which enhance their self-esteem.

132. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. A number of pupils with physical difficulties show determination and perseverance that are inspirational, such as when jumping from high apparatus and enjoining fully in traditional country dances. Behaviour is good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.
133. The quality of teaching in physical education is sound. In lessons seen teaching was always satisfactory and occasionally good. Most teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons planning is good, with clear learning objectives outlined, appropriate challenging tasks set and a brisk pace maintained. In these lessons pupil performance is used well to demonstrate achievement, focus on good practise and to encourage others to observe and evaluate their own actions. However, this good practice is not consistent and pupils are not always given the opportunity to comment and evaluate upon performances. This limits both their development in physical education and of their speaking and listening skills. The enthusiastic coordinator has overseen the production of an appropriate policy document and a scheme of work that allows for the coverage of all aspects of the National Curriculum. The provision for a good number of extra-curricular activities, and the skills of visiting specialists enhance the physical education curriculum, as does the experience gained by pupils on a residential visit to North Wales. Resources for physical education are satisfactory.

RELIGIOUS EDUCATION

134. Since the previous inspection provision for religious education has improved. Resources for the subject have been increased and are now adequate. In-service training has taken place that has effectively supported the development of the subject.
135. During the period of the inspection it was possible to observe only one religious education lesson at Key Stage 1. As a result there can be no judgement on the overall quality of teaching and learning in this key stage. In the Key Stage 1 lesson seen, about stained glass windows as artefacts found in a Christian church, the quality of teaching was satisfactory. Pupils' levels of attainment were in line with the expectations of the locally agreed syllabus, they achieved satisfactorily and their attitudes and behaviour were good.
136. Scrutiny of the work of Key Stage 1 pupils reveals that their attainment is broadly in line with the expectations of the locally agreed syllabus and that their achievement is satisfactory. Their knowledge and understanding are consolidated and extended appropriately. By the end of Key Stage 1 pupils know about religious celebrations, such as the Christian festivals of Easter and Christmas and the Hindu festival of Diwali. They gain a satisfactory level of knowledge of Christianity. They develop an appropriate understanding of the beliefs of other religions, through learning about Hinduism and Islam, and become aware of their similarities and differences. They develop sound knowledge of the features of a church and a Mosque. They learn about special religious books, for example, the Qu'ran and the Bible.
137. By the age of 11, standards of attainment meet the expectations of the locally agreed syllabus and, overall, pupils make good progress within lessons and satisfactory progress over time, because of the high proportion of pupils with special educational needs. Pupils' prior learning is built on in a structured way. Their knowledge and understanding are effectively

consolidated and extended. This contributes effectively to the good progress that most pupils make in lessons at this key stage. Pupils with special educational needs are very well supported. As a result of the very good support received, they make good progress in relation to their prior attainment. They have equal opportunity and equal access to all activities.

138. Pupils in Year 4 learn about Jewish religion and life, and effectively compare their own religion with other religions. They study the church calendar and the use of liturgical colours in the Christian church at Christmas and Epiphany. Pupils in Year 6 learn about the life of Jesus, the parables he told and the miracles he performed. By the end of Key Stage 2, pupils gain satisfactory knowledge of Christianity, Hinduism, Islam and Judaism. Studying these faiths gives pupils a good insight into other beliefs and cultures. They understand and respect that other people's beliefs are important to them. This contributes well to their spiritual and cultural development. They discuss the Easter story confidently and begin to understand its significance to Christianity. Good opportunities are provided for reflection in assemblies. Pupils use their literacy skills appropriately to research the Bible for references to the life of Jesus. They develop an appropriate religious vocabulary, and become familiar with terms such as 'parable' and 'miracle'. Although they record work in writing, opportunities to promote the development of extended writing are missed. This is also limited by the use of worksheets in some classes. The use of numeracy, as well as information technology, needs to be developed.
139. Key Stage 2 pupils develop very positive attitudes to the subject and respond very well to teachers' overall high expectations of pupils' behaviour and involvement in lessons. Most listen well, confidently joining in discussions, for example, about the lessons taught in the Parables that Jesus told. They sustain concentration well and are interested in the subject themes that they study and ask pertinent questions, for example about the Jewish 'Torah'.
140. The quality of teaching seen in lessons at Key Stage 2 varies from satisfactory to good, and is good overall. Teachers effectively use a range of religious artefacts, many on loan from the Loan Museum, to explain and illustrate, for example, different aspects about the Jewish faith and worship. The good use of the Mezuzah, Tara and the Torah maintain the pupils' interest and curiosity, impacting well on the good efforts and progress pupils make. Teachers' secure knowledge of the agreed syllabus contributes appropriately to pupils' understanding of the Bible as a religious book. Open-ended, well-targeted questions effectively raise pupils' awareness of differences between the Old Testament and the New Testament. Effective revision of previous learning and the involvement of pupils in the aims of the lesson, ensure that pupils know what is expected of them, for example, when learning about the use of liturgical colour. Lesson planning is effective, with clear aims. Effective teaching is where teachers' class management is very good, enthusing pupils and eliciting an excellent response from them. Teaching is effective where pupils are valued and respected and time is allowed for pupils to answer questions, so that they develop confidence in discussing their ideas, for instance, about the miracles that Jesus performed. Where time is not used effectively and inappropriate behaviour goes unnoticed, so that pupils lose interest and do not complete work within lesson time, teaching is less effective. This impacts adversely on pupils' achievement.
141. The recently reviewed scheme of work meets the statutory requirements of the locally agreed syllabus. A helpful policy and detailed medium term plans provide useful guidance in planning, continuity and progression. However, some evidence was seen where work about stained glass windows was repeated unnecessarily. Procedures for assessment are developing positively, but assessment does not inform planning. Coordination of the subject is good but monitoring of teaching and learning is underdeveloped. Resources are adequate, accessible and are used well. Very effective displays, such as 'The Miracles of Jesus' and 'Festivals,

beliefs and ceremonies around the world' in the school hall and a display on 'Judaism' in a classroom enhance both the curriculum and pupils' cultural development. Effective use is made of visits, for example, to a Pentecostal church to enrich the curriculum.

Provision for additionally funded pupils with physical disabilities

142. The school hosts a 'unit' planned for 16 pupils who have physical disabilities and in some cases associated learning difficulties. Currently the unit is made up of four pupils in Key Stage 1 and ten in Key Stage 2. Whilst, for organisational purposes, the pupils meet in the mornings as a group, in essence they are fully integrated into the mainstream of the school for most teaching and other activities.
143. Individual education plans formulated from pupils' Statements of Special Educational Need are detailed and contain clear individual learning targets. Whilst the overall standards of literacy and numeracy are below national expectations, most pupils are making good progress towards meeting the targets in their education plans and make good progress across the curriculum. Pupils follow the full National Curriculum but occasionally are taught in small groups.
144. Pupils have very positive attitudes to learning. In all lessons observed they are enthusiastic, interested in their activities and always well behaved.
145. The quality of teaching of pupils with physical difficulty when withdrawn into smaller groups is always good. Teachers know their pupils well and have high expectations of both learning and behaviour. Lessons are well planned and assessments of pupil performance are used effectively to modify activities. Very detailed records are kept of pupil progress. Enthusiasm, good quality planning and suitable challenges characterise good lessons. The pace is brisk and good attention is given to praising efforts and raising pupils' self-esteem. The teaching assistants who work closely with the teachers give very good support. They have an equally good understanding of the needs and abilities of individual pupils. The high quality teaching and support has a positive impact upon the good progress that pupils make.
146. The unit is well managed. Teaching and non-teaching staff are well qualified and experienced. Very good links are maintained with all concerned agencies and good liaison is maintained with mainstream teachers. Resources are good. They are accessible and used well.
147. The previous report was very positive about the provision for the unit and the benefits to both the pupils with disabilities and the mainstream pupils. Current inspection evidence endorses the original findings. 'Unit' pupils are fully integrated into the school. Their effort and enthusiasm is inspirational, whilst the attitude and support of the mainstream pupils is a model of social responsibility.